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SCHOOL AND COMMUNITY

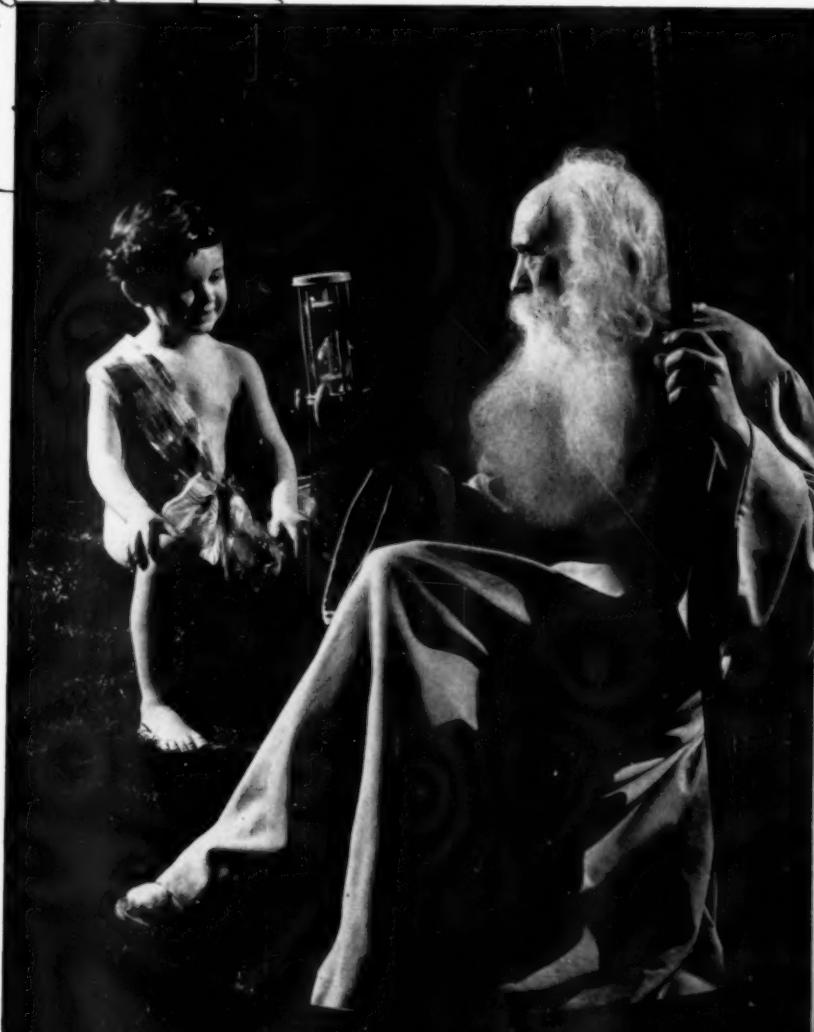


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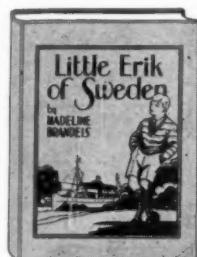
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SCHOOL AND COMMUNITY

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THOS. J. WALKER, Editor and Manager; INKS FRANKLIN, Associate Editor

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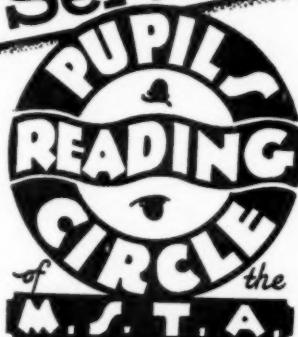
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COLUMBIA, MISSOURI



SCHOOL AND COMMUNITY



Vol. XXV
No. 1

Thos. J. Walker,
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January,
1939

Inks Franklin,
Associate Editor

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On the Stairs

by Zorn



ANDERS ZORN'S celebrated painting "On the Stairs" which we are permitted to illustrate this month, reveals the dashing and vigorous technique for which this great Swedish master will always be remembered. Here one gets an impressive picture of the Scandinavian type in native costume. Reds, yellows and greens flash brightly with warmth and vitality as this young Swedish girl starts abroad for a skating expedition. There is a jauntiness to the subject which is in keeping with the artist's usual mood. Strong light and contrasting shadows are adroitly handled. Here is the vigor of youth and robust health. Angular lines give the impression of movement. Perpendicular lines intensify the downward movement of the figure. This is a picture to stir one to action, to quicken the senses, to help one to awaken to the joy of life.

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WILLARD E. GOSLIN, Superintendent of Schools at Webster Groves became President of the Missouri State Teachers Association at the close of its annual meeting last November.

Mr. Goslin graduated from Kirksville State Teachers College with a B. S. in Education in 1922. In 1929 he earned the M. A. degree from the University of Missouri, and has since done graduate work at Washington University and at Teachers College, Columbia University, New York. He has had a brilliant career in his profession and is regarded as one of Missouri's most dynamic and progressive schoolmen. He has for several years been active in educational organization work having served on numerous committees of the Missouri State Teachers Association and as a member of the Resolutions Committee of the N. E. A. In 1937 he was elected 1st Vice-president of the Missouri State Teachers Association. His work in that capacity and during the weeks of his Presidency point to an administration of activity and progress.



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EDITORIALS

GOODBYE 1938

HELLO 1939

THE FLIGHT of time is the commonest of phenomenon, the most to be wondered at, and the least understood. Philosophers have meditated upon it, mathematicians have tried to analyze its mysteries, and poets have apostrophized it in heroic phrase.

Nature has given us the sun, moon, and stars by which to measure its broad sweeps, and man has devised many instruments to measure its infinitesimal parts. The first lacks the magnitude necessary for marking time's majesty, and the latter are inadequate to note the fineness of its divisions.

The sun's wide swing from north to south and then to north again, measuring the year, is within the bounds of man's comprehension, and on the date which custom sets to mark the sun's return—the lengthening days, the promise of a new year—we like to pause to inventory the year just gone and to do some wishful thinking on the one that's coming in.

Teachers of Missouri look back upon a year which marks improvement over those lately past. School terms have been lengthened, curricula have been improved, buildings and equipment have been made new or renovated, salaries have increased, and tenure is at its highest level in the history of the State. There is ample evidence of an awakening on the part of the teachers themselves to a realization of the importance of their function, the dignity and worth of their profession, and the seriousness of their obligations. Nineteen thirty-eight has been a year of more than ordinary activity among teachers. All of this points to the fact that the public is appreciative of what the schools, through the teachers, are doing for the children of the commonwealth. A broad view of the educational situation gives reason for pride in the progress we are making and stimulates hope for the continued growth and efficiency of public education as an agency in the creation of a happier and a better State.

But our optimism comes not so much from what we have attained, as from the direction in which we are moving and the objects for which we reach. The year before us must mark progress toward certain goals, else our supposed awakening may turn out to be only a flop into a deeper slumber. Immediate in each personal goal (and after all individual attainment is a vital part of progress) must be a determination to be a better teacher, to be healthier, to budget time, to stop worry, to plan the wisest use of our personal resources, and to

increase our efficiency in the use of them. The results of education in the lives of boys and girls find their roots in the lives of teacher personalities. There is also the other view of the same object, the collective, organization view, in which individuals are improved by working together, by each working for all, and all working for each. Most important in this direction are our Association goals. The School Employee's Retirement Act now before our legislature is a movement to improve schools by making educational service more attractive as a life work. The bill to increase the salaries of county superintendents is a measure intended to make service in this important area of education more efficient by giving to these public servants a remuneration upon which they can exist at an efficiency level above that of the present, which in most cases is pitifully low. The revamping of the financial structure of our schools toward the attainment of equality of educational opportunity on a basis that will not starve the ambitious communities while it overfeeds the lazy and indifferent ones is of paramount importance. These are all problems on which each and all must at once become active if they are to be solved.

Old Man Time, that was, looks into the face of Young Man Time, that is to be, saying "I've done my turn. Here it is. Do your duty."

MENTION THE POSITION

THE REPRESENTATIVES of textbook publishers and supply companies frequently call to our attention the fact that teachers and administrators often times omit mentioning their positions when they write these firms.

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I. F.

THE COVER

TRULY, this is a New Year! The world is slowly weaving a different pattern for each generation as surely as the sand in the hourglass seeks a new position at a changed level.

The child must have faith that the New Year, the new pattern created by the Master of all pattern makers, will embody an opportunity for him to make his place in life. The pattern must be one with justice allotted to all.

The eyes of the venerable sage and those of the child are centered on the hourglass, a symbol of time. The New Year ushers in a new period of time, a new opportunity for all to work toward the success of man. I. F.

Music and the Cardinal Principles of Education

Charles E. Overholt

AS TEACHERS, we are all familiar with the Cardinal Principles, i. e., *Health, command of fundamental principles, worthy home membership, vocation, citizenship, worthy use of leisure, and ethical character.* In order to justify the inclusion of any subject or activity in the curriculum of our public schools it must be clearly recognized as contributing to one or more of these principles. The more of these principles to which the subject or activity contributes, the more solid is its claim to inclusion in the curriculum. In this article I shall attempt to show how music, as taught in our schools, contributes to the Cardinal Principles.

The first principle is *health*. I make no claims for music as a contributor to physical health. I have heard enthusiastic music educators point out that singers and wind instrument players learn correct breathing (and certainly they do develop healthy lungs), that music training promotes correct posture, and that there is nothing more stimulating than playing in a marching band. But I feel that the contributions of music to physical health are too meager to merit any claims in this field. However, in the field of mental health music is one of the greatest contributors. Everyone recognizes the value of music as an emotional outlet, and the ability of music to relax tense nerves, to rest and refresh tired minds, and to relieve strain in general. Although there are several other activities that make significant contributions in this field, there is probably no subject taught in our schools that makes greater contributions to mental health than music.

The second principle is *command of fundamental principles*. This refers to necessary drills, the learning of processes used in every-day life such as the common mathematical processes, spelling, reading, writing, etc. It also includes drills and activities which train the mind to think accurately and quickly. People who do not understand music from an educational

standpoint will fail to see how music can contribute much in this field. I will say, without hesitation, that music contributes more to mind training than any other subject taught in secondary schools or colleges, and I will be upheld in this claim by practically all psychologists, and by a great many prominent educators. The late Dr. Elliot, for many years president of Harvard University, said on many occasions that as a mind trainer Music topped the list of educational subjects. If this surprises you, it may also surprise you to learn that competitive athletics also ranks high in this field. Suppose you are a member of a basket ball team. It is the last quarter of the game and the score is tied. There are two more minutes to play. The game is fast and furious. Things move along so swiftly that you may be confronted with a dozen critical situations in the short space of a minute where you have to decide what to do, and then do it. Your action in each case may determine the fate of your whole team's efforts for the entire game. Now do you begin to see how competitive athletics may contribute to the training of the mind for quick and accurate thinking? What about music? Suppose you are playing the clarinet, let us say, in a school band. The band is playing a presto movement in an overture. The tempo is about 208 beats per minute and you are playing four notes per beat. There are anywhere from three to six ways to finger almost any note on a clarinet and you have to decide which one to use, depending on the way you approach the note, and on what follows it. If you use the wrong fingering, you will probably tangle up before you can reach the next note or two and you will have no time to extricate yourself. You must remember which notes to sharp or flat and watch for accidentals which temporarily change this arrangement. You must notice what articulation to use on each note, decide how to attack it, what quality of tone is appropriate, and all the time you must be fully aware of the pitch of the group,

and adjust your own tone to its proper relation to the whole. Now you come to mixed rhythms with all sorts of rhythmic figures, combinations of notes of different values, probably accompanied by varying articulations, and all the while you must watch the director for subtle changes in tempo or volume, and notice all the many guides printed in the music. Printed music is the most complicated thing one could imagine. Music is full of a great variety of marks which must all be heeded. Some of these marks mean many things, depending on how they are used. A dot, for example, may mean fourteen different things. Psychologists are fond of pointing out the many complicated mental acts necessary to read and perform music. In the playing of certain types of instrumental music you may be required to perform as many as 4,000 separate mental acts in one brief minute. There is no other activity in which human beings engage that requires as rapid and accurate mental functions as the reading and performing of instrumental music. The ability to think and act quickly and accurately and to perform music exactly as the score indicates, including the interpretation of the composer's ideas and the following of the conductor's most minute directions, and to do this more perfectly and accurately than other groups, is what distinguishes the outstanding school bands in the state and national festivals. I wish you could all attend your state competition-festival and see the wonderful efficiency of many of our school bands and orchestras. Possibly, in the light of what I have just told you, you would realize what this mental training is going to mean to our boys and girls in the next generation or two. Remember that in school music we have this objective of mental training in mind and create situations which will insure it. It is no haphazard or incidental affair.

Our next principle is *worthy home membership*. The contribution of music in this field is fairly obvious. We all recognize the value of music in the home. Even a good radio will help to maintain a tranquil atmosphere where strife might prevail without the soothing effects of music. Of course there is much music on the air which is anything but soothing, but it

is hard to quarrel with music going on. The ability of members of the family to play music will have a much greater influence in maintaining a pleasant atmosphere than radio music. Fortunate indeed is the family which includes several performers. The most congenial families I have ever known are families which have their own little orchestra,—dad, mother, and all the children. There is little room for strife, misunderstanding, or estrangement in such a family group. Sometimes these family orchestras attract neighbor children, or even their parents, and the group grows to become a neighborhood orchestra or band which carries on for many years. I know of several such groups.

We now come to the principle, *vocation*. Although music is classed as a fine art, and is generally considered a purely educational and esthetic subject, it nevertheless has definite vocational values. Think of the thousands of people who make a part of their living by teaching music in their own homes. Think of the thousands who add to their income through membership in dance or entertainment bands or orchestras. I am not referring to professionals. Of course there are many thousands of professional musicians. In our schools we do not attempt to prepare young people to enter the music profession. A great many of them do leave us with sufficient training to add many extra dollars to their income in a very pleasant way.

Principle No. 5 is *citizenship*. In a school band or orchestra group co-operation is a natural growth. It can scarcely fail to develop in such an environment. Without it all achievement is impossible and even otherwise unadjusted pupils soon realize this. Pupils who are not inclined to co-operate with their fellows in other phases of school life readily learn to do so here, and because of this experience they are often lead to make other adjustments. In every group there are a few natural leaders and many followers. However, in a band or orchestra the responsibility is so evenly divided that many pupils who have always been followers learn to be self-reliant. Pupils soon discover that a band is only as good as its poorest member, and that no matter how high the attainments of some may be, the group as a whole can

only play music within the abilities of its least accomplished members. They also learn that a mistake made by the lowliest fourth horn player will ruin the performance just as surely as one made by the solo cornetist or any other player. They learn that every part is as important as any part and that unless every member does a good job the whole performance is poor. One member, doing poor work, will nullify all the good work of all the others as far as the performance of the group is concerned. This develops a sense of individual responsibility. This sense of individual responsibility is carried to the ultimate degree in a contest where every player realizes that the reputation and standing of the band or orchestra for the whole year is resting squarely on his shoulders. One slip, one miscalculation, failure in any of a hundred things, and the whole group will go down to defeat. There will be no chance for the band to redeem its standing next week, for we do not have contests every week as we do football and basketball games. It will be another whole year before the band or orchestra will have another chance to show the state what it can do. If you don't think this situation tests the mettle of every member, you should sit in some time under similar conditions and try it yourself. Not all band and orchestra music lends itself to school purposes. We carefully select only such music as will place equal responsibility on all players. Music educators, composers, arrangers, and publishers have united their efforts to build up a comprehensive band and orchestra literature especially adapted to educational uses with this objective of evenly distributing responsibility throughout the group clearly in mind. Of course all parts are not lead parts. Neither does any one part have the lead all of the time. Any part may have the lead temporarily, or may be a part of the accompaniment. All players learn to take the lead when it comes to their part, and to subordinate their part when someone else has the lead. Whether the part is the lead or accompaniment, it is a necessary part and must be played correctly or the whole performance will suffer. This type of band and orchestra music will surely build toward our citizenship principle.

We now come to a principle which is so obviously in the field of music that its contribution is quite generally recognized. This principle is *worthy use of leisure*. With the growing tendency toward shorter working hours and more leisure for all classes of people the importance of this principle in education is becoming more and more apparent. One of the strongest merits possessed by music in this field is its universality. Many activities which contribute to the worthy use of leisure are restricted to certain classes of people, or to people possessing certain necessary advantages. Music can and does contribute to the worthy use of leisure of all people in all circumstances, with or without advantages or equipment. Musical instruments are possessed by people of every social level, and even with a total lack of instruments music can still make its contribution by means of singing groups. The music education given children in the schools of today is going to be of immeasurable value to them throughout life in helping them to make worthy use of their leisure. One of the fine things about music is that no one can ever exhaust its possibilities. It is something that can never be completely mastered; therefore, it can never lose its interest. In communities which have for some time been favored by a comprehensive school music educational program one will find musical groups throughout the community spending many enjoyable and profitable hours playing ensemble music, singing, or enjoying membership in neighborhood bands or orchestras. School children spend after-school hours in practice which keeps them interestedly occupied, and quite often they get together in the evening to practice, perhaps finishing up the evening by making candy, popping corn, and having a good time in a most wholesome way. Music offers many fields of interest to anyone looking for a hobby. He may try to master an instrument, try his hand at composing, or enjoy himself in a most fascinating manner by arranging music for various types of instrumental groups with no limit to the opportunities for exercising originality and discovering novel effects. He may take up music from a theoretical standpoint and find himself occupied with

a most complex and profound science. He may find pleasure in delving into the history of music, or in building violins, 'cellos, or other instruments. The possibilities are practically limitless.

The last of the Cardinal Principles is *ethical character*. Music is the purest of the arts and, like all appreciative subjects, it is elevating and inspiring. This is the reason it takes such a prominent part in the religious services of all peoples, and in ceremonies of state, lodge, etc. In our school music activities we find many opportunities to build toward ethical character in an ideal atmosphere engendered by the cultural and esthetic influence of music. The foundation of the art and science of music was laid down by the early Christian Church. The study of the his-

tory of music embraces much of the history of the Church. Music and the Church have been wedded for centuries. Now, as always, music is aiding the church in the building of character and high ideals. In school our efforts toward the building of good citizenship through our music activities go hand in hand with the development of ethical character. I am sure that among school activities music at least does its share in contributing to this principle.

In conclusion I would like to say that the firm position of music as an integral part of the curriculum is becoming quite generally recognized by informed educators. The time is not distant when the advantages of both vocal and instrumental music education will be offered to all school children in all public schools.

A Health Program for Rural Schools

Mrs. Doyle G. Yale*

ASCHOOL is concerned first of all with the health of the children, for learning does not take place advantageously when children are handicapped by chronic illness, by sensory defects or by other deterring physical factors. A school then, if possible, must provide healthful surroundings, discover defects, remedy them if possible, supply health information and endeavor to aid in establishing health habits and ideals of good health.

The aims of health education are to instruct children so that they may conserve and improve their own health, to establish in them good habits and principles of living, to influence parents and other adults and to improve life in the future.

Since a child spends a large part of his waking hours in school, the building itself is an important factor. Proper heating and ventilation contribute to a healthful environment in the school, decrease cases of colds with corresponding increase in attendance, decrease fatigue of teachers and pupils, and result in better work. The

temperature of the room should be kept about 68. Every school should have its thermometer hung low enough so that the children can read it. It is a help to have a student health officer whose duty it is to read the thermometer at regular intervals, to see that the room is ventilated and to adjust the shades. The room should be so well lighted that there will be abundant light on the inside desks and without a glare on the outside desks. Teachers often pull down the blinds when the sun is shining and fail to adjust them as it grows darker. Children with defective eyes should be seated near the front and near the windows where they can see the blackboard and where they have sufficient light. Proper care as to light will do much to lessen eye strain and fatigue.

Seats should be movable and adjustable, and each fitted to the size of the child occupying it. The child's feet should be squarely placed on the floor.

Teachers should be urged to adopt the practice of morning inspection as a means of controlling communicable disease and promoting cleanliness. Morning inspection should be done by the teacher as the chil-

Paper given at rural section of Missouri State Teachers Assn., Kansas City, 1938.

*Mrs. Yale is a rural teacher in Atchison County.

dren come to school. If a child shows symptoms of any contagious disease he should be sent home immediately. The child may inspect himself for cleanliness with the aid of a mirror and a few suggestions from the teacher.

In my own school we keep a chart, "Am I Ready for School To-day?" The children are checked on the following points:

1. clean hands and face
2. hair combed
3. nails clean
4. teeth brushed
5. clean handkerchief
6. clean clothes
7. bath at least once a week.

The entire inspection should take but a few minutes and should be made a vital part of the health teaching and not an unrelated activity.

Atchison County is fortunate enough to be one of the few counties having a full-time county nurse. The nurse inspects the children once a year and makes a report to the parents concerning the health of the child. In our county we find that better results are obtained by inviting the parents to be present while the inspection is being made. Parents often do not realize a child's defects until he actually sees the tests tried.

The chief purpose of conducting such an examination is to discover the defects so that they may be corrected. The problem of getting medical attention for children whose parents cannot afford to pay for the services of a physician always confronts a community. In communities where medical clinics for the poor are needed, the State Board of Health should be informed to that effect. If such a clinic meets the approval of the County Medical Association, the State Board of Health is often able to hold a clinic by securing the services of some recognized physician from a nearby town. Just recently in our county, a series of clinics were held for vaccinations and immunizations. A very small fee was charged for the services rendered.

Since responsibility for health education in the schools rests with the teachers, the nurse discusses her problems freely with the teachers and should receive help in the follow-up work. The teacher's interest, approval and cooperation is very essential.

Just recently our county nurse brought Dr. A. E. Murphy from the State Health Department to visit our school. He gave a very interesting talk on teeth and outlined a dental program to be carried out.

We have many dental corrections to be made in our school. The children are saving their own earnings and allowances to bring to school to deposit in our school bank. This is to be used for the needed corrections.

The noon lunch period should be an important time for health teaching. After classes are dismissed, the children form in line and pass before monitors to do the handwashing drill. We should remember that we cannot teach cleanliness without proper facilities. Therefore the teacher should see to it that powdered or liquid soap and paper towels are provided. After the children have completed the handwashing drill, they should secure their lunch pails and return quietly to their seats. Lunches are then spread out on desks covered with paper towels or napkins. The teacher should see that the children eat slowly. The school lunch furnishes excellent opportunity for instruction in the relative values of different foods. The teachers should try to see that children have milk and some vegetable or fruit each noon. After all have finished eating, the teachers dismiss them in the usual manner. This prevents gulping of food, teaches table manners and children eat their lunch at the proper time instead of hurrying out to play.

There are many other phases of the health program I should like to mention but time does not permit. I only hope that each teacher and each and every child in the schools of Missouri will have a more healthful school year.

Eliminating English Errors

By
Alma Snow

THIS ARTICLE is by no means intended as a blanket indictment of the stereotyped methods of teaching English; it is but an attempt to record the results of experimental work in a school where superintendent and teachers have for some time been dissatisfied with results of formal text-book English.

After years of drill, students were finishing school at Brookfield, Mo. with the same glaring errors on their lips, and, after all, English is a subject in which one most quickly betrays his proficiency or lack. One might be a veritable village idiot in mathematics, science or history, but let a man "put up a front" of even reasonably correct speech, and he is marked as educated. On the other hand, he may have outstanding ability in other lines, but careless English will brand him as lacking in culture.

It is recognition of this need which has prompted us to attempt at least to turn our future army of students out with better verbal equipment than those of past years have had.

We have taken English textbooks away from students, and, with their cooperation, are concentrating on the elimination of the most common errors.

To reactionaries, discarding a text may appear almost as drastic as "scrapping" the Bible but this does not mean that we are not still using the valuable material in the text; it is the teacher's job to select essentials and place them before the student. Correct form, rather than the incorrect, is always emphasized, in discussing errors to be watched.

Each student keeps his own error sheet, and is supposed to record his mistakes at home and abroad, as well as in the classroom. These sheets are handed in weekly, and tabulated by the teacher, who also files these individual records.

In the fifth grade, by the end of the second year of the experiment it was not unusual to see Johnny stop in the midst of his play, pull out a grubby, dog-eared

notebook, scrawl "ain't," or "have went," and go on with the game, as nonchalantly as though he had merely stopped to blow his nose.

During the year 1936-37, records in this room of thirty-five pupils showed "ain't" well ahead in the number of occurrences, there being three times as many as "have saw," the next in line.

"I got" or "I have got," and "I have went" occurred one-fourth as often as "ain't," with "whenever" instead of "when," "done did," "done done," "this here" and "I never," instead of "I didn't" in about the same proportion, and not far behind the above-mentioned.

Thirty-three other errors were reported during that year, usually after attention had been called to them by the teacher.

During the year 1937-'38, in a class of forty-seven pupils, the ratio of errors ran much the same as in the previous years, except that more errors were reported from year to year, and month to month.

This is, of course, an encouraging fact, as it proves to us that our students are constantly becoming more "English-conscious."

During the first week of 1937-38, less than one-half as many "ain'ts," were reported as during the closing week of that year, while "have saw," "have did," "have went," "I seen," "I never," and other common errors increased in the number of occurrences on the reports, although the number noted by the teacher was constantly decreasing.

Knowing that Rome was not built in a day, our superintendent, Mr. L. V. Crookshank, cautions us constantly against discouragement, and warns us not to expect too much, as he believes that the elimination of from two to four common mistakes per grade annually, from the lower grades through the high school, will do away with the most obvious errors, and merit for our students a reputation for good English.

(Cont. on page 31)

A Teacher's Self-Analysis on Discipline

A. M. Alexander

NOT INFREQUENTLY we find "poor discipline" listed as one of the chief causes of teacher-failure. It would perhaps be more accurate, however, to consider poor discipline a "symptom" rather than a "cause" of teacher-failure. It is an indication that the teacher is failing in one, or probably in many, of the relationships with her pupils. She may be failing in her knowledge of subject matter, her manner of conducting a class, her participation in play activities, her dress, her general interest in her work, or in any one or more of many other ways. We might be fairly accurate in saying that the number of a teacher's disciplinary problems vary inversely with her improvement in teaching efficiency.

The ability to keep pupils orderly in the classroom or to control overgrown and unruly boys are, unfortunately, still, at times, necessary qualifications of the teacher, but we cannot safely say that all teachers who possess these qualifications are good disciplinarians. To be a good disciplinarian means more than to be able to keep pupils quiet. The good disciplinarian may rightfully be thought of as a good teacher and guide of boys and girls. She recognizes that her responsibility is to "cause" pupils to want to conduct themselves in a desirable manner rather than to "make them behave." If the teacher succeeds in the former, her pupils will surely be desirable citizens of both the school and the community. On the other hand, if she has to "make her pupils behave" they are likely to resemble coil springs which are suddenly released when the teacher steps out of the picture.

We may now ask "How can this desirable attitude on the part of pupils be developed?" It has been well said by someone that there is no "bag of tricks" from which may be drawn a solution to all of a teacher's problems. There are, however, certain fundamental principles which teachers may well consider.

In the first place, each teacher should

realize that the conduct of her pupils is governed largely by their attitudes and ideals rather than by a mere knowledge of right and wrong. It becomes necessary, therefore, to train the emotions of pupils if their actions are to be properly directed.

It is possible, too, for every teacher to do more than merely become conscious of these problems. Numerous treatises have been written on this subject which will prove of inestimable value to teachers who will take time to read them. Furthermore, we might find it worthwhile to evaluate our own relationships with boys and girls by the use of some such criteria as we have included herein.

This is not a new or, by any means, an exhaustive list of ideas concerning a teacher's work. No doubt everyone who reads this article will be able to add many valuable suggestions. The writer is convinced, however, that every teacher, whether she plans to teach one year or forty, should make a frequent self-analysis by the use of some simple and practical criteria such as these.

We have attempted to word the questions which follow in such a manner as to set up both the desirable and the undesirable in each question. At the same time we have tried to cover as many aspects of the teacher's work as possible without making this paper too long.

Do we make certain that assignments are clear so there can be no misunderstanding of what is expected of each pupil, or do we make assignments which are vague and indefinite?

Do we take time to praise those who do their work well or who take a desirable attitude toward their work, or do we take time out to "lambast" those who come poorly prepared without even a consideration for the reason for their lack of preparation?

Do we attempt to answer questions just to the extent that the old interest is main-

tained and new interest aroused, or do we try to answer completely or, perhaps, not at all?

Do we stop talking when there is too much confusion to be heard, or do we raise our voice and "keep going" to the extent we fairly imitate a "stump politician?"

Do we laugh *with* children, letting them feel that we enjoy them and their fun, or do we laugh *at* them with a lordly sort of air?

Do we ignore students somewhat in their study so they may relax and have some freedom in their work, or do we snoop around them as if we expect them to be "getting into something?"

Do we carry with us the feeling that children are naturally curious and *want* to learn, or do we have a feeling that we can and must *make* them learn?

Do we talk in a well-modulated voice which is pleasing to pupils, or do we speak in a harsh, rasping tone which constantly grates on the nerves of pupils?

Do we endeavor to spend all of our class-time in a worth-while manner, or do we merely *kill time* in class?

Do we readily and immmodestly admit that we do not know the answer to all questions, or do we try to bluff pupils into believing that we are in reality just a "circulating library?"

Do we watch our language, being careful to form correct habits of speaking and to avoid slang, or are we careless of our speech almost to the point of vulgarity or profanity?

Do we give proper attention to the appearance of the room, or do we allow papers, books, etc., to be scattered about?

Do we keep in mind at all times that one of our big jobs is to make pupils self-directive, or do we attempt to direct them in all they do?

Are we convinced of the fact that even though we may be a good teacher sitting behind the desk, we are usually a better teacher standing or moving around among the class?

Do we assign work that is really worth doing, or do we assign "busy work?"

Do we find ourselves ready to assist some little fellow in his quest for information,

or do we hesitate to break into our *mechanical* routine?

Do we in answering a pupil's question do so with a smile and an expression which indicates interest in both the child and his question, or do we answer as briefly as possible and in a not too kindly manner?

When we must answer "No" to a request do we answer kindly, but firmly, in a tone which carries with it a bit of sympathy and understanding rather than one of authority who seems to rejoice in an expression of such authority?

When we bump into the little fellow or step on his foot in our rush down the corridor, do we stop long enough to tell him we are sorry, or do we merely give him a look that seems to say, "Stay out of our way!"

As a pupil so enthusiastically relates some incident of his own experience, do we listen intently and recognize this as an opportunity for some "good teaching," or do we ask him to run on and play?

Do we repeat our requests time after time in a tone that indicates a doubt of obedience, or do we make our requests kindly, but firmly, one time with an expectation that they will be heeded?

Do we set up right ideals and proper rules of conduct in the affirmative, or do we threaten pupils frequently with little intention of carrying out such threats?

Do we consider corporal punishment one of the last resorts in school discipline, or do we consider it an easy and quick solution to the majority of our disciplinary problems?

Do we realize that the act which is so offensive to us is only a symptom of a difficulty rather than the difficulty itself?

Do we always punish for *reformation* rather than *retaliation*?

Do we confer with pupils, helping them to know what is right and permitting them to make their own choices, or do we tell them what to do?

Do we punish on a sound psychological basis such as deprivation of privileges, or do we give them extra work to do or keep them in class extra time thereby creating a dislike for the desirable?

Do we walk quietly across the room setting the proper examples for pupils, or do

we wear leather heels and walk flat-footed just because there's no one to tell us not to?

Do we consider the misconducts of a pupil in an impersonal manner, or do we take them as personal offenses?

Do we give proper attention to our personal appearance, or are we careless and sloven in our dress?

Do we profess an unfeigned belief in our Creator and show a due respect for all religious activities, or are we indifferent almost to the point of ridicule?

Do we *discuss* problems with pupils, or do we *quarrel* with them?

Do we keep inviolate information about pupils, or do we discuss such information with other pupils and with people of the community?

Do we play with pupils on the playground, or do we stay in the house and read a book or perch in a comfortable "lookout" from which we can *police* play activities?

Are we open-minded for suggestions from pupils or others about improvements for

our school, or are we offended when pupils come to us suggesting changes they feel necessary?

Do we practice out of school those ideals which we teach in school?

Do we realize that the "bad" days of our pupils may be due to a "bit of undigested beef" on our part, or do we place all the blame on the pupils?

Are we willing to concede that we *do* err sometimes and are we willing to apologize to pupils just like we expect them to apologize to us, or do we consider ourselves infallible and an apology to pupils just beneath our dignity?

Do we take time to smile at students, or do we consider a "sour-puss" is a better expression of authority?

Do we recognize each pupil as just another human being to whom we should show just as much respect and courtesy as any other citizen in the community, or do we consider individual pupils insignificant compared with our own authoritative positions.

Do We Teach Our Language?

by Alice V. Boord

ENGLISH has too long been considered a *school subject*. If it is to become functional in the expressional activities of individuals who study it, some plan must be made to get it past English classroom doors into the halls and other classrooms. Doing this means the formulation of a definite plan of integration far beyond such activities as requiring pupils to keep notebooks of errors which they or their companions make throughout the school day, valuable though this may be. It must consist of a setup which will make the student cease to feel that his English errors are sins against the English department or teacher, and which will make him conscious of the fact that his expressional efficiency determines his standing in every class and in society; that his language is the tool with which he builds his present and future, in school and out.

Year after year English teachers have stood before their classes and told them

this, but alas! it was discovered long ago that one does not learn by being *told*. Such a statement by the English teacher carries little conviction if at the next period the social science department checks as perfect a slovenly, carelessly-written paper because the facts seem to be correct, or if the mathematics department allows to go unchallenged startling speech errors in the explanation of a problem because the principle is correct. Since facts of the moment are soon forgotten while the habit of expressing one's self well or poorly in speech, writing, or thought concerning any fact or situation persists, is it not, then, the duty of every classroom teacher to cultivate, above all else, correct expression as a means to broader understanding, more efficient thinking, and a higher standard of scholarship?

An affirmative reply on the part of the faculty of the Flat River Junior High School has made possible an interesting

experiment by the English department.

In the first place, it was necessary to divide the general term *English* on the subject report card into its component parts, since one reads, writes, and speaks his language and usually is not equally efficient in all three. In turn, each of these might well be divided several times, but as too detailed an analysis might prove as confusing to pupils of junior high school age as one that is too general, the following division was made:

1. Composition (oral)
2. Composition (written)
3. Accuracy in Reading
4. Punctuation
5. Spelling
6. Neatness

(As neatness has a direct bearing on correctness it was considered a necessary factor.)

Being more than just a report card, this analysis is made in each class which the pupil attends. In order to avoid the rush of grade making, about two weeks before the end of the quarter a card for each of his pupils is given each teacher who checks the six purposes as either very poor, poor, fair, good, or excellent. All of these cards are then handed to the English teachers who make the final card which is to be given to the pupil. It contains checks in each column for the number of times that particular rank was turned in. The result is a fair analysis of the student's functional English, showing him his own weaknesses and also locating for English teachers specific difficulties to be overcome. (For those who still want grades the card has space for a "composite estimate" which the pupil may call his grade if he wishes.)

Complete pupil paper files make it possible for students to note their own pro-

gress. Keeping them also causes pupils to feel that each effort he makes is important, —that none of his papers are *just* papers.

The plan also includes a schedule of objectives to be stressed directly or indirectly by all teachers at the same time for a period of one week each. For example, one week each pupil will find all of his teachers insisting particularly upon accuracy in reading. Another week he may have correctness in punctuation brought before him repeatedly. Each phase will be repeated, of course, as often as the number of school weeks permits.

The pupil is imbued with the idea that no teacher will accept from him either oral or written work which is not his best, and that should he have difficulty with the English phase of any oral, written, or reading activity the English department will assist him to solve it. Teachers of other subjects are encouraged to point out to the English department specific weaknesses which they discover in any group or individual.

When the English teacher has a complete record of the pupils' English efficiency, then and only then, can the department do its real duty in guiding them toward better ways of expression. Perhaps the term *English Department* should be changed to *Expressional Assistance Department*. The appalling hordes of Americans who speak abominable English, many of them high school graduates, prove that under present practices the school is failing miserably to help students form correct language habits. The crux of the whole matter is that in five class periods per week one cannot form the habit of doing well what he practices doing poorly the remainder of his seven times twenty-four hours.

Thus spake the Sage of Sweenham:—

I bid you to live in peace and patience without fear or hatred, and to succour the oppressed and love the lonely, and to be the Friends of men, so that when you are dead at last, men may say of you,—they brought down Heaven to the Earth for a little while.

What say ye, children?

—William Morris.

"America" and the Two Generally Unknown Stanzas--- Five and Six

by
Grover Sims

DR. Samuel Francis Smith, minister, linguist, teacher, and author of our most estimable patriotic hymn, "America" had a wonderful vision when he wrote, more than a century ago, "Our glorious land today, 'Neath education's sway, Soars upward still—The safeguard liberty, the school shall ever be, Our nation's pride" and "No tyrant hand shall smite, while with encircling might, All there are taught the right, With truth allied." These are great truths expressed in powerful words.

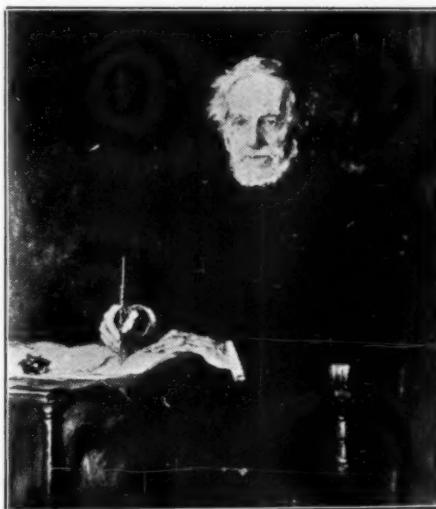
It is particularly apropos, as if fate had decreed, that stanzas five and six of "America" should appear on our horizon, when, as never before in the history of our country, a public awakening to a finer appreciation of our heritage, in America, is so much needed in our schools, homes, and adult organizations.

I do not wish to overlook the fact that the four generally known (?) stanzas of "America" have, for more than a century, been a source of inspiration, for a free and liberty loving people. It is my hope that every pupil in our schools shall be taught "America" and that it shall be sung, in its entirety, at appropriate times throughout the coming years.

Dr. Smith wrote these powerful words in 1832, at the request of Lowell Mason, the pioneer school music teacher in America, who taught the first music in the public schools in Boston in 1838.

Four centuries ago, Martin Luther, one of the greatest teachers of all time, exemplified the value of having the entire audience, rather than a selected few, join together in singing the Psalms, after which he would preach to them. Every truly great evangelist, since the days of Luther, has emulated this greatest of reformers. Luther's "A Mighty Fortress Is Our God," which was the "theme song" of the Reformation, was the greatest single factor in that great movement, which literally turned Europe "upside down." Pep songs are effectively used today as a factor in winning athletic

contests. Crowd psychology has not changed. Let's apply these principles to winning our fight to preserve democracy, by having the masses sing our fine patriotic songs using the six stanzas of Dr. Smith's "America" as a starting point. We can keep America "right side up" by selling America back to Americans.



DR. SAMUEL FRANCIS SMITH

On April 3, 1895, in Music Hall, Boston, a mass meeting was held in honor of Dr. Smith; the movement was sponsored by the Boston Post. On that occasion, when Dr. Smith was appropriately honored, an attempt was made to have school children all over the land join in singing "America" at the stroke of twelve o'clock. Why should we not emulate that noble gesture and have every American sing "America" in its entirety at the close of the brief "silence" on all future Armistice days? I believe that the principal broadcasting stations and newspapers would cooperate in such a cause.

My enthusiasm for stanzas five and six of "America" has increased over the past decade, during which time I have had the glorious opportunity and experience of introducing them to more than a hundred thousand high school and college students and an equal number of teachers in twenty or more states.

These immortal words bequeathed to us by Dr. Smith, are destined to exert a profound influence for freedom for future generations. It is a generally accepted and

appropriate custom for American audiences to sing "America" with bared heads and standing, a noble recognition of the honor due our beloved land and the reverence due to God.

(I wish to express my grateful acknowledgment to Dr. M. Claude Rosenberry, State Director of Music, Harrisburg, Pa., as it was he, who presented to me stanzas five and six of "America.") (Copyrighted, 1938, by Sims Visual Music Co., Quincey, Illinois.)

AMERICA (Two Nearly Forgotten Stanzas)

Our glo - rious land to-day, 'Neath ed - u - ca-tion's away, Soars
Thy safe-guard, lib - er - ty, The school shall ev - er be, Our

up - ward still. Its halls of learn - ing fair, Whose boun - ties
Na - tion's pride! No ty - rant hand shall smite, While with en -

all may share, Be - hold them ev - 'ry where On - vale and hill!
cir - cling might All there are taught the right With truth al - lied.

Just do a thing, and don't talk about it. This is the great secret of success in all enterprises. Talk means discussion, discussion means irritation, irritation means opposition, and opposition means hindrance always, whether you are right or wrong.

—Sarah Grand.

It's Up To You

Uncle Sam—

LISTEN, Uncle, it's your job. Those who have reminded you of this fact in the past have based their arguments on the great inequalities of educational opportunity between the states and certainly this is very true. They have told you that it is not fair for you to allow a situation to exist in which your nephews and nieces in one state are deprived of a respectable education; whereas, those in another state are given the best. Actually they are all your children and it is only reasonable to assume that you wish to treat them all alike.

What was that you said, Uncle? That you do firmly believe in equalization of opportunity for every boy and girl in America? Of course, we knew you thought so all the time, but your nephews and nieces sometimes doubt that you do. The variation in ability among the states to support a satisfactory program is so great that literally millions of your children are denied their inherent birth-right as future American citizens.

We wish to present this problem to you in a new light, Uncle Sam. People born in Missouri, for example, do not "stay put." Neither do all the people born in the other states remain in the state of their birth. They are all your American citizens and are entitled to all the rights and privileges of American citizenship. They have the right to travel over the wonderful system of national highways that you have built into every state of your Union. All have the privilege of visiting your national parks and of enjoying the natural wonders of this Nation. Especially during the vacation months do the American people like to "take to the road" and enjoy the thrills of seeing America.

Of course, Uncle, Americans have always done this, but on a smaller scale than now. Americans have always been pushing out to new territory or trekking back to more highly developed areas. Missourians, for ex-

*Evidence for the Necessity of
Federal Aid*

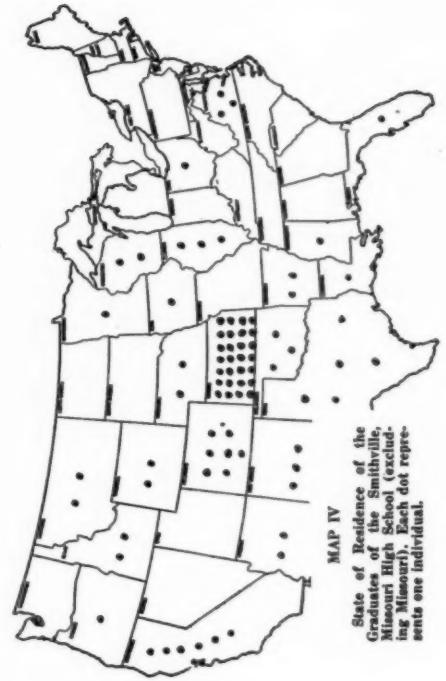
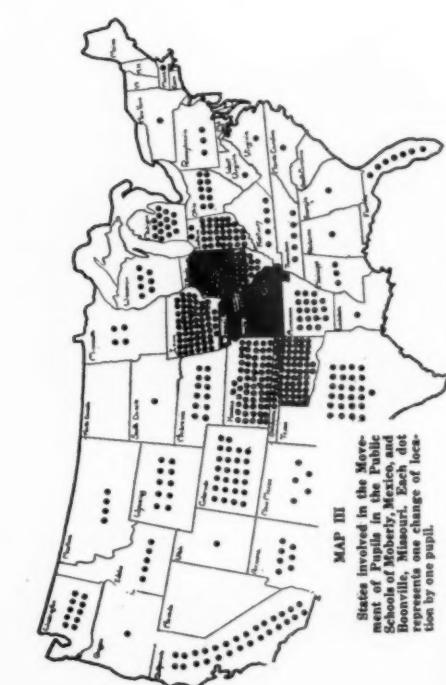
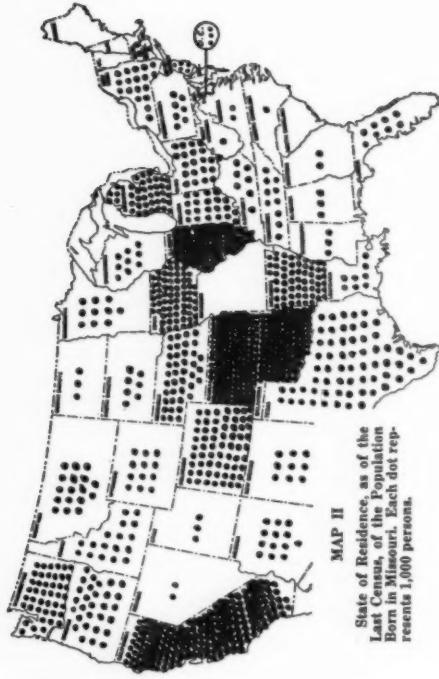
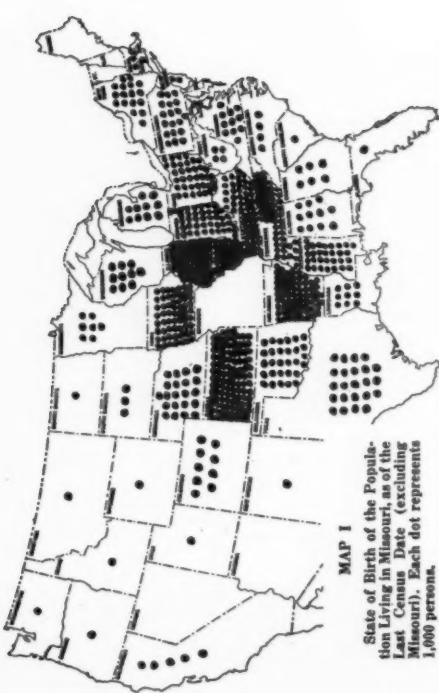
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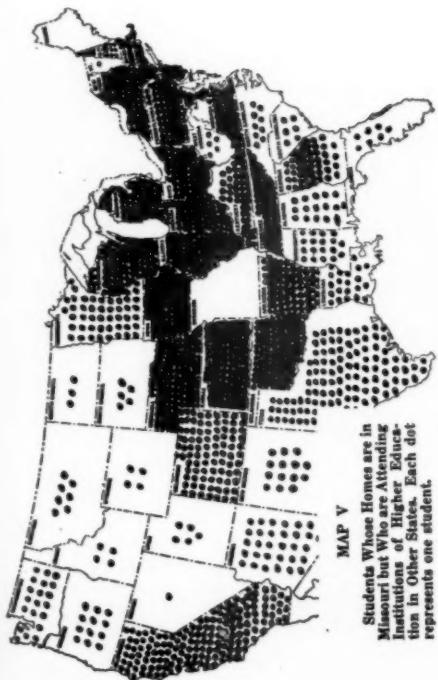
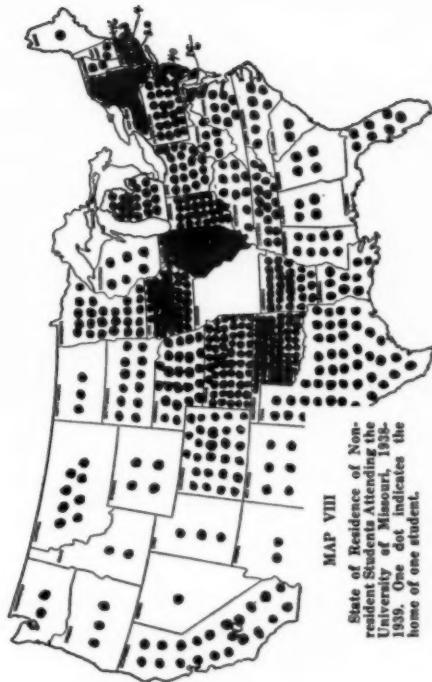
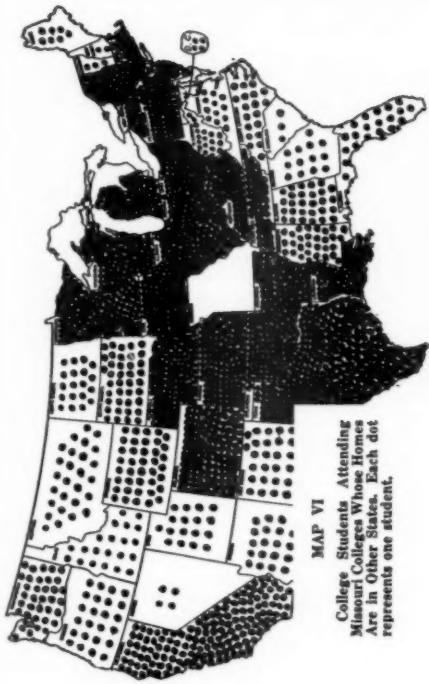
*W. W. Carpenter and A. G. Capps
Professors of Education
University of Missouri*

ample, are truly Americans since a million of them, 894,686 according to your last census, were born in states other than Missouri. Look at Map 1. Isn't it indeed surprising that such a large number of the people living in Missouri were born in some other state. Such a movement surely indicates that we people living in Missouri should be interested in the types of persons who come to live among us. It certainly entitles Missourians to be interested in the schools in which these people were educated and whether they have been taught the principles of democracy which are held sacred by Missourians for now that they live with us, they vote with us, they help elect our officials, make our laws and we are sorry to say break them and fill the jails. Missourians alone cannot insist that the forty-three states, which gave birth to nearly a million of their citizens, properly train them for citizenship in their state. But, Uncle, you can do this.

Yes, we know, Uncle,—many of *our* people have migrated to *other* states too. But possibly you never thought of the true significance of this fact. For your information we prepared Map 2, which represents the state of residence as of the last census of persons born in Missouri. Considerably over a million people born in Missouri now reside in your forty-seven other states. We knew you would see its significance. Of course, we in Missouri alone cannot know which state these people will later live in. They enter our schools and we try to teach them to take their places as citizens in Missouri and as citizens of the United States of America. We are here rendering a distinct national function as well as a state one, and we sorely need your help in financially supporting the type of program needed to produce American citizens.

Uncle, we thought you would ask that question so we prepared Map 3 for you.





Certainly it answers your question. The fruit basket continues to turn over, probably at a more rapid rate than ever before. The amount of shifting of our population may be inferred from the movement of Missouri school children.

In order to obtain facts relative to the amount of shifting in school population a study was made of the question in three representative towns in Missouri. Since Missouri is located near the geographical center of the United States, it is thought the facts will be reasonably representative of a large number of states in the Mississippi Valley. Three towns were selected near the center of the state, each situated on one or more first class highways. None of these towns has a population over 14,000 and it is believed that all three are fairly typical of towns of their class in Missouri as far as mobility of population is concerned. Furthermore, none of them contains a state educational institution which might cause undue shifting of population.

A study of the total school population of these three towns reveals 4,218 pupils enrolled. These children are being educated by the local communities and by the state. That we in Missouri should be interested in the training offered in the other states of the Union is indicated by the fact that *pupils now enrolled in these three towns have at some time in their school career attended schools located in thirty-nine of the forty-eight states of the Union.* Five hundred sixty changes of location by the 4,218 pupils, or practically twenty per cent of all the changes in location, were outside the state of Missouri.

These data clearly indicate that even our stable towns in Missouri must become interested in the educational offerings of other states since a considerable portion of their school population will have spent part of their school life in the schools outside of our own state. This is doubtless true of

other states. The federal government should not only take an interest in the education of the children of all of the states, but it is morally obligated to assume a portion of the financial burden for the support of the education of all of these children who are, after all, citizens of these United States.

We made Map 4 which will interest you too. We selected a very small Missouri town which in the last fifteen years has graduated only approximately five hundred fifty pupils from its local high school. The map clearly shows that the influence of this very small school is being felt throughout the United States. Does not this, Uncle, represent the immensity of the task that we in Missouri have attempted, and is not this sufficient reason for your encouragement of and your support to Missouri schools?

Uncle, we want you to glance at Map 5. It represents the Missouri students who are attending *colleges* in other states. This migration of college folk is good for the country as a whole. Missourians become Americans. It develops a national feeling, a national interest and a national appreciation. After looking at Map 6 you will recognize that Missouri colleges along with those in other states are national in character. They are performing a national function in a big way. Map 7 clearly indicates this fact. It is limited to the graduates and former students of one university and clearly reveals that this educational institution selected as an example is representative of one of your most important agencies in developing a national consciousness and a feeling of solidarity in the American people.

Uncle, what we need in America, is to form a more perfect Union and to promote the general welfare as well as to provide for the common defense. Here is the answer. It's up to you, Uncle Sam.

LET'S THINK ON THESE

The machine age with its mass production will destroy human character if we submit also to mass-produced ideas. We must defend the individual mind by handicraft and hobbies, by honest thinking and brave speaking.—Philip Gibbs, in "Ways of Escape."

Eldo Lewis Hendricks

An Appreciation by Dr. C. A. Phillips

UNDoubtedly it is too soon to give an adequate appraisal of the educational activities and achievements of the late President Hendricks. He participated in so many educational activities in his own college district, in the state of Missouri, and in the nation, that it is not easy to put them all together for an appraisal just now. Moreover, some features of these activities can be measured only after they have come to complete fruition. However, some matters are so obvious that they may be enumerated and evaluated, in part at least, immediately.

To begin with, may I say that my friendship with Hendricks began in the fall of 1909 when we were fellows in the graduate school of education at the University of Chicago, he the senior fellow and I the junior fellow. We were both directly under the advice and guidance of the then director of the school of education, Professor Charles H. Judd. There began a friendship which has lasted on through the years to his passing. Practically all of the work of the year 1909-10 we took together in graduate courses. Very soon we came to comparative agreement in our educational philosophy and in all the more important values which go to make up a fundamental life friendship.

Hendricks was born in Rockville, Indiana, October 2, 1866, and he passed away on Tuesday, November 22, 1938. President Hendricks was graduated from Franklin College with an A.B. degree in 1894. In 1916 his alma mater conferred on him the LL.D. degree. He received an A.M. degree from Indiana University in 1899 where he majored in history and government. He attended Harvard in the summer of 1903, was fellow in the University of Chicago in 1909-10, and attended Columbia University in the fall semester of 1923. At Franklin College and Indiana University he came under the influence of the two Bryans, William Lowe Bryan, who later became president of Indiana University, and Elmer B. Bryan, who

was president of Franklin College at that time. Before they undertook administration, both of these men were considered eminent in the fields of psychology and philosophy, and their teaching made a profound impression on Hendricks.

Among the more important positions held by President Hendricks may be mentioned Superintendent of Schools, Johnson County, Indiana, 1894-98; Superintendent of Schools, Delphi, Indiana, 1901-08; Supervisor of Instruction, Indianapolis, Indiana, 1908-09; head of history department, Central Missouri State Teachers College, 1910-15; President, Central Missouri State Teachers College, 1915-1937, and President Emeritus, 1937 to the time of his going.



DR. E. L. HENDRICKS

President Hendricks was on leave of absence for the academic year 1923-24. The first half of the year he attended Columbia University, and the second half of the year was spent in a trip abroad, chiefly around the Mediterranean Sea. A very fascinating little book, *Rimming the Mediterranean*, was published to recount his and Mrs. Hendricks' experiences on this trip. He was granted leave of absence for the year 1930-31, at which time he made a trip to India. He was a member of the commis-

sion sponsored by the Institute of Social and Religious Research of New York. This commission employed a staff of experts to investigate the educational work being done by seven protestant denominations in connection with their mission schools in India. It was called a fact-finding commission.

President Hendricks was a member of numerous organizations of an educational or fraternal character. Among the educational organizations may be mentioned the National Education Association, the American Association of Teachers Colleges, and the Missouri State Teachers Association. In 1926 he was president of the State Teachers Association. He was a member of Phi Delta Kappa, Kappa Delta Pi, and Pi Sigma Pi, educational fraternities. He was also a member of the Masons, Elks, and Knights of Pythias.

President Hendricks came to Warrensburg in the fall of 1910 as head of the history department, as successor to the late Herman D. Demand. I am sure I am correct when I say that as a teacher of history and government he was happiest and best contented. He was an inspiring, stimulating, and scholarly teacher, keenly interested in the vital episodes of the race history. In some respects he was a perfect example of the absent-minded professor. In fact, in his dreaming he could become so completely forgetful of everything and everyone else that at times, especially during his period of administration, he was quite misunderstood by his friends and colleagues.

In March, 1915, without any solicitation on his part, he became president of the college. As a matter of fact it was very reluctantly that he left the place of professor and teacher to assume the rôle of college administrator. Shortly before this time the major buildings of the college had been destroyed by fire and the World War had been going on for some time, which made problems, and still more problems when we entered it. Finally, the school was undertaking the great problem of transferring from a normal school to a teachers college. Moreover, because of the financial and the economic situations, the college faced a major crisis in matters of finance. Only a man with stout heart and comprehensive vision could have carried

the institution along through these years of great difficulty. A man of lesser vision and poise would undoubtedly have failed in these crisis and retarded or even wrecked the college.

In matters of administration he was thoroughly committed to the democratic way instead of that of the dictator. At times some members of his staff thought he was altogether too easy, but I know full well that he felt it was much better in the long run to pursue the democratic way of administration rather than that of the hard-boiled dictator. Taking into account the complex situation of the institution when he became president, as I look back upon it now I think no member of his staff ever quite understood the tremendous load he carried in those difficult times. I think I am in a position to know, because all during that time I happened to be the dean of the college, and we were in constant consultation about its welfare. I am sure that his one thought always was "What is best for the institution, and how may we secure it?"

In a previous paragraph I indicated that Hendricks and I were in very common agreement about our educational philosophy. He believed thoroughly in the American way of life and the American system of public education, and he sought relentlessly to make the college a social instrument that would contribute to the welfare of the college district, the state, and even the nation. He was passionately devoted to the fundamental principle that education is for service, and the college is merely the instrument to that end.

In personality he was unusually attractive, winsome, and on occasion even charming. He was at home in any company and on any occasion. In many respects he was one of Missouri's outstanding public speakers. He had an abiding faith in people, especially in young people. Sometimes his faith in people led him astray, because as an administrator caution is sometimes necessary. Such experiences were always the occasion of deep distress to him. In his simplicity he could not understand such reactions. Under any and all circumstances he was ever a gentleman, patient, serene, calm, and tolerant. His was a clean mind, never attributing evil or Machiavellianism

to others. Many times he said to me "The only thing I know to do in a trying situation is to set out the facts and then allow matters to take their course." He was utterly incapable of malice or revenge, no matter how aggravating an experience might have been. He was deeply religious, believed sincerely and profoundly in prayer, in a God who rules the affairs of men, and in the ultimate immortality of the spirit of man.

Doubtless many of his friends will think this is not a very comprehensive appraisal.

The college did develop and prosper under his administration. Together we pioneered in those features which would make a real teachers college. But now I am thinking of Hendricks my friend, of Hendricks the great teacher of history, of Hendricks the proponent of the American system of education, and of Hendricks the great spirit, still marching on somewhere. On second thought many of his students and friends, I am sure, will want to share with me these memories.

A Bird's-Eye View of Education

By Ada Boyer

ABIG MAGAZINE carried an article criticizing our schools. The various teachers made various comments: "It's not true." Yet our better magazines check their material closely, and never publish a thing entirely untrue. "He never was a teacher!" Maybe he was. The article sounded as if he knew the work thoroughly. "He was a failure if he thought such thoughts." Perhaps he was merely wise enough to see failure in some of the methods he and a thousand others were using. Certainly if one sees no weakness in his work, he is indeed a superior being—or very, very stupid. "Such things should not be printed?" Why not? All progress is made through criticism and change.

Every producer knows what the public wants. Watch the new cars come out with gadgets to meet your needs. Go into a new home and find the conveniences you miss in an old house. Inspect an electric range and note the new features which have been demanded by women. All this comes through a careful study of what the public wants. Supplying the need will insure progress, sales, and success for the producer.

Could we as school people make the same experiment? It can be done for I have asked casual questions regarding schools until I know definitely what the parents wish, what they think they should have, and likewise I know the needs of the pupils—nor can I add that these needs are

being fairly met; in fact, in most cases, they are even unknown.

Make this experiment, you school men who set the standards for our nation's schools. Take your notebook, leave your dignity, your argumentative ability, your habit of teaching, and your Ph.D. at home. Clad in the garments of a man who seeks to learn, go down the main street of your community whether it be New York City or Four Corners. Ask questions as you go. Ask with the idea of learning, not arguing. School people are so in the habit of teaching, they cannot listen long enough to get another's viewpoint. This experiment will fail if you stop to argue, to explain, to disagree, or to fight. For just this one day, on this one trip, you are to listen and learn! Can you take it?

Talk with people who send children to high school. See the butcher, the baker, and the repair man; quiz your laundress, your preacher, your janitor, and the garbage collector. Talk with the youngsters who attend high school; ask the bootblack, the errand boy, the playboy, and the movie usher. Keep your mouth very tightly closed except to ask another question. *Then listen to the answer.*

Here are the questions: How much have you used your French? Latin? Algebra? Geometry? Physics? What do you think of these subjects? Do you consider time spent on them wasted? What omitted subjects should be in schools? Do you think we waste time on athletics? What do

you think of our athletic program? Do townspeople speak well or ill of our high school? Do students become better citizens or snobbish and scornful of the less educated? In fact, how does our high school look to you?

By the time the third question is answered, some irate taxpayer, seething with the resentment of years, will unload his mind of a gathering load of ire aimed at the school. You will be tempted to break forth into a polysyllabled contradiction to set him right; you will think him an ignorant so-and-so; and from the great educational height of your M.A. or Ph.D. you will go your way boiling inwardly to think you must be judged by one so stupid. If you have enough self-control, enough true education, and enough courteous consideration of another's opinion, you will listen and learn what all of we school people should know: *Exactly how our schools look to the ones for whom the schools are made.* After all, who has a better right to express an opinion?

The fact is: the answers, whether from butcher, baker, or college senior will be the same. Every man or woman supporting or interested in our present system of secondary education can point out spots for improvements. Nor can they find any class of workers more ready to resent criticism than teachers. But let us be fair: if Ford and Roosevelt can study the needs of the people and try to meet them, who are we to ignore those same people?

The minute the man behind the counter begins to tell us what he sees in our schools, we crawl behind our college degrees, sneer inwardly at his ignorance, and then hasten back to our fellow-ostriches to tell how stupid the general public is.

But consider: we have four-wheel brakes because the public needed them; we have all-steel bodied cars because they met our need; we even have stream-lined type because the newspaper men studied the needs of the readers; but Bill with a low I.Q. and a flare for delicate work in sign painting is still taking algebra in high school although Bill and his parents see the utter foolishness of the wasted time, and a whole Ameriean public is ready to put another

subject in the place of algebra. Do we listen to what the public wants?

Parents and pupils too lament the time spent on athletics that do not carry over to life. Only a few benefit by football, basketball, and track work. Do we care? A tiny minority rules our athletics. Parents are almost unanimously against football. Pupils realize the unfairness of an athletic program which takes care of only those in competitive athletics. Do we change?

Parents and pupils hate the constant tune of "Dad, I've gotta have money for—," yet year after year we go on with obviously unnecessary expenditures. Nothing is ever done to cut personal expenses in high school, and there again a very, very few rule the others. If pupils and parents were permitted to express an honest opinion, ninety-nine per cent would beg for some form of reduction of expenses.

The school almost monopolizes a child. "I must do my home work" is immunity from dishes, mowing the lawn, running an errand, or stoking a furnace. Yet hours in the study hall are spent throwing peanuts, passing notes, scanning obscene pictures, or sleeping off the effect of late hours of home work. Parents want enough work given to children to keep them busy during study hours; but not so much that they are excluded from learning how to work and live when school is out. Knowing this demand of the public, do you believe a single study hall will become a scene of greater work? Or will one teacher shorten an unreasonable assignment? "The public be damned" is our private motto.

Deeply rooted in the brain of every teacher is that antagonism toward the parents which makes us close our ears upon their demands. But after all, they are the ones to be pleased. They pay us. Furnish the students. Judge the results. Make our successes or failures. Wisdom lies in giving more heed to their demands.

Many of us are still in the eighteenth century when teachers were the educated men and women and therefore might have known (although they did not) more about what was good for the child than the uneducated parent did; but today that is not true, since many parents are far better

educated than the teachers. Our attitude toward the illiterate and educated is the same: "Out upon the public. What do parents know about education?"

I did not think of knee-action; but I appreciate this knee-action in the ears. I did want a place to rest my arm when riding; but I also appreciate the arm-rests. One was a need I felt; the other a need unfelt. We have both needs in our high schools. If we school people could or would stop being so very, very sure of ourselves, we could get our ears to the ground and catch the trend of public demands upon our schools; in other words, we could stop being opinionated and begin to learn.

You see, I am not a high school teacher, hence I am speaking for myself—lamenting the time, money, and energy wasted in part of my high school work; I am speaking for the dozens and dozens of youngsters who have gone from my eighth grade classes into high school and have come to me with disappointed faces because the "must" subjects often shut them from the work they needed, and many of the "must" subjects could be entirely eliminated from their programs; I am speaking for the parents, both rich and poor, who have poured into my willing ears their laments; and I am speaking for the tax-payers who have a

right to object seriously to the time and money wasted.

Every parent and student in every school in every state should receive a questionnaire each year. It should contain questions suggested by them—not by school men; it should cover every phase of school work; and it should give everyone a chance to express his opinion of all the controversial phases of secondary education.

Not only that, but everyone interested in education should become the brilliant salesman who wishes to secure the expression of public opinion so he may take back to the producers some ideas of the demands and needs of the public; and so that he may, in his own way, become more familiar with the defects of his own products.

Perhaps you will meet these suggestions with the statement that our schools are good. Certainly they are. So were the Model T's in the days of poor roads and no bridges; likewise the new Chryslers are good; but will either company say "We have a good car" and make only such improvements as they see fit? No, indeed. Both will continue to ask the public what it wants, and then will lay aside their own opinions, and *meet the demands of the public.*

ELIMINATING ENGLISH ERRORS (Cont. from page 16)

We do not claim that fifth-grade pupils (or pupils of any grade), will work at this voluntarily, purely for the satisfaction of learning to speak correctly. It requires persistent bolstering on the part of the teacher, and new stimuli must be constantly employed to keep things humming.

We use games, make posters, organize a Good English Club each year, and even "sink so low," as to offer bribes in the form of friendly contests, badges, etc.

We do not harp constantly on correct speech to the exclusion of everything else, but drill on correct form in letter-writing, punctuation and capitalization; we attempt in various ways to widen the vocabulary through intelligent study of the dictionary, and the use of new words in sentences.

Probably the happiest results, so far, have been in the enthusiasm of the students, the interest of parents, and the carry-over

into playtime and vacation, the home and the street.

This year, students are taking hold of the work in a gratifying way, and are handing in quite satisfactory lists to be assembled by the teacher. Individual lists are as before, being filed each week.

For the first time, we are this year, keeping two records; one consists of English errors only; the other is made up of mistakes in pronunciation and articulation. The latter errors most often reported, so far (after three weeks of school), are "gimme," "jist," "git" and "cancha."

Students are showing unexpected discernment in their selection of the different types of errors.

A little girl said the other day, "Miss _____, I've discovered something. Good English makes good manners, doesn't it? When I remember to watch my English, I remember to be polite."

Development and Growth of the Maplewood-Richmond Community Teachers Association

By Chas. C. Crosswhite

“WHOLE hearted cooperation” might be termed the watchword of the 136 members of the Maplewood-Richmond Heights Community Teachers Association. The officers and executive committee work as a unit for the association. All work carried on by them is issued under their names and not credited to any one individual. This policy serves to actively enlist the interest of the persons concerned and tends to build up the spirit and morale of the entire group. Also, whenever committees undertake to work out any sort of project, all members of the association know who is responsible for the project. A complete report is always given, either at one of the meetings of the organization, or preferably, in the newsletter.

Prior to 1937, our association had held only one meeting each year, and that meeting was usually held in the afternoon after school. Obviously, very little professional interest could be aroused in a meeting of this type; especially when persons attending it were usually tired after the day's work. Moreover, the principal item of business was to select delegates for the State Association, so very little constructive work could be done.

That more meetings were not held was not the fault of the teachers; the state association required only one meeting. The teachers as a group, were ready for more activity but here, as elsewhere in the state, perhaps, men formed their own organizations and women had theirs. Or, in the case of smaller schools, the teachers met socially once or twice a year. Other arrangements were made by the teachers, individually, and in groups, in order to advance themselves professionally.

After the constitution of the State Association had been changed and Community Teachers Associations were required to hold three meetings each school year, our association in Maplewood and Richmond Heights immediately fell in line. We considered this a definite step forward and proceeded last year to make our three meetings worthwhile.

Therefore, in the fall of 1937 we held, first of all, a business meeting. This was an afternoon meeting and considerable business was transacted. Plans were discussed for the coming year. Our second meeting was purely social and was held in December. A fine program was arranged. Teachers and members of the Board of Education brought their wives or husbands. On March 19, 1938, a professional meeting was held in the evening. This was not a dinner meeting. At this meeting, suitable entertainment was provided, committee reports made, and an inspiring message brought by a speaker of note.

Completed projects that can be credited to the association prior to the fall of 1937 may be listed as follows:

1. Drafting and adoption of a constitution and by-laws.
2. Credit union for all teachers and employees of the school district.
3. Group hospitalization.
4. An improved salary schedule.
5. Cumulative sick leave plan for teachers.

We consider our work so far this year to be quite in advance of that accomplished last year. Naturally this should be the case, since we try to make some definite gains each succeeding year. In order to assure ourselves, as far as possible, that the three dates selected for the meetings in 1938-1939 would be reserved for us, the superintendent of schools, G. E. Dille, was asked before the close of school last year to include them in his school calendar for the year. This he did in his first issue of “Topics” which is the superintendent's bulletin here. So the dates, September 21, 1938, and October 26, 1938, were not encroached upon by any other organization, and the date for our professional meeting, February 15, 1939, will doubtless be likewise protected.

The executive committee and the officers of the association meet monthly in order to carry on as efficiently as possible, the business of the association. Plans for each meeting are worked out in detail, committees appointed, and tasks assigned. The refreshing thing about the entire matter is the whole hearted cooperation that has been given whenever any school in this system, committee, organization, or person is assigned a task by the two groups referred to above. We have yet to hear of any one complaining because of the kind of a job they were given to do.

Our meetings have been well received by all members of the association. The business meeting on September 21st was enthusiastic. The social meeting, October 26th, was delightful and thoroughly enjoyed. In order to add variety to the social programs, a member of the association is always selected to act as master of ceremonies. The reason for this is that one person can thus give his entire attention to the job and likely get better results, than the president or any of the other officers of the association or executive committee might secure, since these people have the details of the programs on their hands.

We are now planning for our professional meeting February 15th and we hope to make it as good or better than the professional meeting last year.

Another thing on which we are thoroughly sold is publicity. All of our meetings have

been well advertised with illustrated sheets, or bulletins. Attractively illustrated, mimeographed copy is far better than plain copy. We make our announcements short and illustrate them with seasonal designs which have brought us excellent results. The meetings are always started on time and not allowed to last too long. Usually there are too many items of business to be brought up at a meeting, so in order to take care of this situation, we have adopted the plan of issuing an illustrated, mimeographed newsletter at least four times each year. The newsletter is issued just before each of the three scheduled meetings and at the close of the school year. This newsletter is called the "C. T. A. Newsletter"—the name is a concession to this day of the alphabet in governmental affairs. It contains news about the meetings, committee appointments, committee reports, and other items of general interest. It happened this year that we published an extra issue of the C. T. A. Newsletter just before the Christmas holidays. This issue contained the highlights, as reported by our delegates, of the Kansas City meeting in November of the Missouri State Teachers Association. This item was of particular interest to our teachers since most of them did not attend that meeting this year. The Christmas issue also contained other items of interest to the members of the association.

We do not think it is sufficiently worthwhile just to have three meetings each year. We do think we owe it to ourselves, our schools, and to the profession to carry on some sort of research. Therefore, we plan to have at least two projects under investigation and study each year. The fact that the association is actively working on important matters gives additional meaning, or point, to our programs. It gives us a feeling of satisfaction to know that we have successfully worked out a problem which will be a benefit to all concerned. During the past twelve months these problems have been completed:

1. A permanent, cumulative pupil accounting record for the elementary schools.
2. A health record card for each pupil from the kindergarten through the twelfth grade.
3. School health program for all grades.

Although the association has made progress during the past few years, there are still ample opportunities for it to function much more efficiently in the future than it has in the past. Even though a good start has been made, further progress may be accomplished with the help of the State Association and continued activity on the part of the membership of our association.

Report of Modern Language Association of Missouri

The Modern Language Association of Missouri had its fifteenth annual meeting at the University Club, Kansas City, Missouri, on November 18, 1938.

Under the presidency of Miss Elsa Gruenberg, Park College, Parkville, Missouri, the meeting opened with its annual luncheon at 12 noon, which was attended by about 80 members. Between courses, the members joined in community singing in German, Spanish, and French.

At the close of the luncheon, the business meeting took place. This year the Modern Language Association joined forces with the Central West and South Association in carrying on an extensive campaign for joint membership in these two bodies as well as in the National Federation. The plan which included subscription to the Modern Language Journal, offered saving over the cost of separate subscriptions and memberships.

Mr. Pitcher of St. Louis made a two-fold plea for support of both associations. 100 members have now taken advantage of this offer, bringing the membership of the Association from 81 to 124 out of 450 Modern Language teachers in the state.

After the business meeting, Mr. George Lovesee, Kansas City tenor, sang a group of German, Spanish and French songs, which

members and guests thoroughly enjoyed.

The high point of the afternoon was the address of Dr. Hermann Almstedt of the University of Missouri, Columbia, on "Facing our Dilemmas." Basing his remarks on observations from a recent trip around the world and classic German quotations, Dr. Almstedt wittily suggested that life has a way of taking care of itself, and that the best way to face dilemmas, often present only in our minds, is to "forget them and keep busy."

Adjournment took place at 3:00 p. m. Among the officers elected for next year are:

President:

Miss Elizabeth Callaway
State Teachers College, Warrensburg

Secretary-Treasurer:

Miss Anne Gardner Harris
State Teachers College, Warrensburg

Vice-Presidents:

French

Miss Lillian Casebolt
Moberly Junior College, Moberly

German

Sister St. Paul Christman
Fontbonne College, St. Louis

Spanish

Miss Esther Oxley
Junior College, Jefferson City

Department of Superintendence of M. S. T. A. to Hold Twenty-Sixth Annual Meeting at Columbia, Missouri, February 9, 10, 11

THE OFFICERS of the Department of Superintendence of the Missouri State Teachers Association have completed arrangements for the program of the Twenty-sixth Annual Meeting of that body in Columbia beginning with a dinner meeting on the evening of February 9 and closing with an

open luncheon meeting of Phi Delta Kappa at noon on February 11.

The theme of the program is "A Century of School Administration and Its Implications for the Future." The program follows on the next page.



JOHN ROBERT MURDOCK

SCHOOL PEOPLE will be especially interested in the address of Hon. John Robert Murdock, Congressman at large, from Arizona, who is to address the meeting of the Department of Superintendence of the Missouri State Teachers Association. The return of this distinguished native Missourian will help to make of the coming conference a signal success.

He was born in Lewis County, and is a graduate of the Northeast Missouri State Teachers College, Kirksville, where he gained distinction in oratory. He received the M. A. Degree at the University of Iowa and did advanced work in other universities.

Being a statesman, not only well trained, but also experienced in teaching, makes his remarks carry special significance. He has been a rural school teacher, high school principal, college instructor, and college dean.

He is the author of "Constitution of Arizona" and "Constitutional Development of Arizona."



W. E. SHEFFER

THE DEPARTMENT of Superintendence of the Missouri State Teachers Association will be addressed by Dr. W. E. Sheffer, Superintendent of Schools, Manhattan, Kansas, since 1926. His training, experience, perspective, and power of expression are such that all Administrators should put forth an effort to hear him.

He is a graduate of Allegheny College, Meadville, Pennsylvania, and received advanced degrees, A. M. and Ph. D. from Columbia University. He has had experience as elementary teacher in Pennsylvania, college teacher, high school principal and superintendent of schools. Dr. Sheffer developed a grasp of public education in American Democracy and an educational vision worthy of recognition which assures his being one of the highlights of the Conference.

PROGRAM

Thursday Evening, February 9, 1939
Gymnasium—Education Building

- Dean Theo. W. H. Irion, presiding
 6:30 Department of Superintendence Dinner
 1. Music
 2. Greetings from the University—President Frederick A. Middlebush
 3. Response—Dr. W. E. Rosenstengel, President Department of Superintendence, Missouri State Teachers Association.
 4. Guest Speaker—Honorable John R. Murdock, Congressman from Arizona, former Missourian and graduate of Northeast Missouri State Teachers College, "Additional Federal Support of Education from the Standpoint of Missouri School Children."

Friday Morning, February 10, 1939
Auditorium—Education Building

- Honorable Lloyd W. King, presiding
 Platform Guests: Officers of the Department of Superintendence and President and Vice-President of the Missouri State Teachers Association
 9:45 Music
 10:00 Address: "A Century of Progress in School Administration," Dr. W. E. Sheffer, Superintendent of Schools, Manhattan, Kansas
 11:00 Progress Report of Committee on Re-organization of School Activities, Supt. L. B. Hawthorne, Chairman of Committee, Mexico, Missouri
 11:15 Proposed Revision of the Constitution of Our Organization, Supt. E. T. Miller, Hannibal, Missouri
 11:30 Report of the Code of Ethics Committee, Supt. H. M. Boucher, Chairman of Committee, Memphis, Missouri

Friday Noon, February 10, 1939
Annual Bookmen's Luncheon, Tiger Hotel, William Robertson, presiding

- Friday Afternoon, February 10, 1939**
Auditorium—Education Building
 President W. E. Rosenstengel, presiding
 2:10 Address: "Significance of the Geyer Act in Missouri Education," Dr. C. A. Phillips, Professor of Education, University of Missouri
 2:30 Address: "The Immediate Future of School Administration," Dr. W. E. Sheffer, Superintendent of Schools, Manhattan, Kansas
 3:20 Progress Report on:
 1. Legislation Concerning the Office of the County Superintendent of Schools, Superintendent C. H. Hibbard, President of County Superintendents' Association, Ava, Missouri

- 3:35 2. Other School Legislation, M. B. Vaughn, Montgomery City, Chairman Legislative Committee of the M. S. T. A.
 3:50 3. Financial Accounting, Dr. Wade Fowler, Assistant State Superintendent of Schools, Jefferson City, Missouri
 4:05 4. Teacher Retirement, Dr. A. G. Capps, Chairman of Retirement Drafting Committee of the M. S. T. A.

- 4:30 Informal reception for members of the Department sponsored by the Educational Fraternities, Phi Delta Kappa, Sigma Pi Alpha, and Pi Lambda Theta

Friday Evening, February 10, 1939
Auditorium—Education Building

- Vice-President Ray Hailey, presiding
 8:00 Speech Demonstration—Verse Speaking Choir, Hickman High School, Columbia, Missouri, Mrs. Helen D. Williams, Director
 8:25 Demonstration in Use of Sound Films
 1. Spirit of the Plains
 2. The Woodwind Choir
 3. Work Pays America

Saturday Morning, February 11, 1939
Auditorium—Education Building

- Professor W. W. Carpenter, presiding
 9:45 Music
 10:00 Address: "A Century of Progress of the University of Missouri," President Frederick A. Middlebush
 10:25 Address: "A Century of Progress in the Administration of Public Education in Missouri," Dr. W. F. Knox, Retiring President of the M. S. T. A.
 11:00 Address: "The Outlook of Public Education in Missouri for the Immediate Future," Superintendent Willard E. Goslin, President of the M. S. T. A.
 11:35 Business Meeting, President W. E. Rosenstengel, presiding

Saturday Noon, February 11, 1939

- Phi Delta Kappa Luncheon (Open Session)
 Gaebler's, C. M. Dillinger, President, presiding
 Guest Speaker: Willard N. Van Slyck, District Representative of Phi Delta Kappa

The officers of the organization are:

- President: W. E. Rosenstengel, Superintendent of Schools, Columbia
 Vice-President: Ray Hailey, Kansas City
 Secretary: M. C. Cunningham, Superintendent of Schools, Desloge
 Treasurer: Thomas J. Walker, Columbia

An Evaluation of the State Convention

THE Missouri State Teachers Association in trying to evaluate the program presented at the recent State Teachers Convention wrote a letter to people in various parts of the State. This letter asked for the individuals' reaction on these questions pertaining to the program—What were the high points? Wherein was there obvious room for improvement? What innovations might better serve our needs? What practices are we continuing as a result of habit and not because of their vital necessity to the present?

The following excerpts were selected from the letters received.

FROM A JUNIOR-SENIOR H. S. PRINCIPAL—WALLACE CROY, MARYVILLE, MO.

I. The High Points of the Convention.

- (1) Demonstration of the speech department and the speaking choir.
- (2) Splendid talks in departmental meetings.
Prof. N. G. Mitchell
Dr. Ernest O. Melby
Eli C. Foster
Dr. Carol Y. Mason
- (3) The efficient work of the chairman (R. V. Shores) in the business session of the assembly of delegates. His statement concerning solidarity of educational groups might be used as a theme for education in Missouri at this time.
- (4) Speakers that made the general programs a success.
Dr. Wm. Lyon Phelps
Dr. Willis A. Sutton
- (5) Presiding officers were very good, and added much to each program without unnecessary delay.

II. Where there is obvious room for improvement.

- (1) General programs too long. Speeches should be limited. Groups would rather listen to several short talks than one the length of Rabbi Silvers. Where a music program is given, one main speaker is enough or at the most, two.
- (2) More demonstrations of actual accomplishment in the teaching field on the general program.
- (3) Some one public speaker who has national renown as far as publicity is concerned should be on each general program.

FROM A RURAL SCHOOL TEACHER—ALPHA LEWIS, COLUMBIA, MO.

I enjoyed especially the practical suggestions and methods of application I received from the rural demonstration given under the supervision of Mr. Elsea, Director of Rural Education. Equally interesting and helpful was the program, High Lights on the Road to Better Speech. I think these demonstrations are much more helpful than the vague and abstract lectures on some former programs.

While every teacher wants to get some practices which will apply in specific classroom situations the programs which enrich her cultural background and broaden her educational perspective are equally valuable. Missouri

- (4) Attractive meetings were scheduled in rooms obviously too small for them.
- (5) Many of the departmental meetings need bringing up to par. Facts rather than theory—competent leaders needed. Still too much time devoted to "what I have done."

III. Suggested innovations that might aid.

- (1) One evening devoted to some sort of a social mixer. Teachers clutter up the corridors trying to satisfy this need.
- (2) Radio broadcasting program secured for general program.
- (3) Panel discussion on an interesting educational topic or current topics, such as those given in round table discussions on Chicago University broadcast.
- (4) An original program giving teachers more opportunity to know what the association as a group is doing.
- (5) Demonstration program from different departments. Most of the groups are organized and would work hard to get in readiness a fine program.
- (6) Delegates should receive necessary information concerning business session at least one week in advance of meeting.

IV. Those things we are doing as the result of habit rather than of necessity.

- (1) Reading the committee reports in business session of the house of delegates.
- (2) Long lectures and too many of them.
- (3) Beginning the programs with music.
- (4) Stressing the academic out of proportion to the professional.

teachers want to hear more speakers with the sound scholarship and humanitarianism of Dr. Phelps. It takes such lectures as that given by Mr. Coyle to enlighten us concerning the general economic situation in our country. Needless to say, one of the especial treats of the convention was the opportunity to hear Dr. Sutton express his wonderful philosophy of life. A step forward to bring other forms of art besides music was taken in presenting the Ted Shawn Dancers to the teachers.

As a whole I think the convention was one of the best I have ever attended!

FROM A JUNIOR H. S. PRINCIPAL—V. M. HARDIN, SPRINGFIELD, MO.

In the first place, I thought that all the speakers I heard had a wealth of ideas to present to us in their own fields. I think any discerning person would agree that he had an opportunity to enlarge his viewpoint as a result of the contribution of several speakers.

In the next place, there was variety in that we who were listeners did not grow tired of the element of sameness. Some phases of the program were of a serious nature, while some were in a lighter vein. One distinct phase of the program which stands out in my appreciation was the one planned in memory of our much-beloved E. M. Carter. This part was a very fitting tribute to him and it was done in a way that would appeal to his many, many friends.

If I had any criticisms, they would be these:

(1) I think we should have a central theme running throughout the entire program so that teachers might anticipate contributions to vital issues in education and might go back to their

respective places of work with some help on their specific problems. I do not mean to imply that every program should be confined to the central theme. There should be opportunities for relaxation, but we do not feel that we ought to be attending a meeting just for the sake of hearing a variety of speakers talking on a variety of subjects.

(2) I am wondering if something could be done to make the work of the House of Delegates more effective. We spend too much time quibbling over non-essentials. Possibly I do not know enough of the inner workings of the organization to pass intelligent judgment, but it seems to me that two or three things might be done; namely, problems which the members of the House of Delegates have to solve should be in their hands several days in advance. Again, a better understanding of how to proceed with the business is needed. There seems to be a lack of understanding of how to get at the real business of our organization.

FROM A COUNTY SUPERINTENDENT—JNO. ED. FUHRMAN, BROOKFIELD, MO.

The High Points. The first general session Tuesday morning was perfect. The address by Dr. William Lyon Phelps was exceptionally good, and as for Supt. Lloyd W. King, to my way of thinking, he is one of the outstanding speakers of our great State.

The memorial service for our dear friend E. M. Carter and tribute to him by Dr. W. W. Parker was just what Carter was.

On the Friday general session, the most outstanding speaker was Dr. Sidney B. Hall. I also liked the speech demonstration. On Saturday's general session Dr. Edward Howard Griggs was good, but a little dry in parts I thought. I left before Dr. Harry F. Ward finished.

Of the sectional meetings, I was privileged to attend only one. I fully intended to hear the defective speech program, but as there were no seats left in Edison Hall, I failed to hear the program. Supt. G. W. Cummings at-

tended and thought it was fine. The only sectional meeting I attended was the rural one. I believe it was the best yet.

Obvious room for improvement, and what innovations might better serve our ends. The general sessions are too long and dry, perhaps there may be too many of them. Some of the departments lack qualified talent. I believe that oftentimes the speakers talk above our heads. I also believe the program is lacking in classical music. Perhaps it might be wise to have some type of light humorous speakers.

Many teachers are unable to attend high priced dinners. I believe they are missing a great deal by non-attendance. Couldn't the luncheons and dinner prices be reduced?

I feel honored by being selected as one of the several persons to write my criticisms, which are destructive, suggestive and appreciative of our state teachers meeting. I still know that Missouri has the most outstanding Teachers Association in these United States.

FROM A SUPT. OF SCHOOLS—R. W. ANDERSON, NEOSHO, MO.

On the whole, I think the programs were of a high type and were enjoyed by the teachers of the state; however, I do feel that these programs could be improved by making certain eliminations and additions.

First: I think that our general sessions are entirely too long. These could be improved by having only one main speaker on the program and cutting down the music numbers that ordinarily precede such programs.

Second: It seems to me that we could eliminate some of our departmental meetings by combining those that have common interest and problems. I see no reason why the county

superintendents, elementary school principals, high school principals and city superintendents should not meet together to consider problems that are of common interest at our state meetings. Problems that are of particular interest to the individual groups could and should be discussed at their regular state meetings.

Third: It seems to me that we should stress demonstrations in different fields of work, such as: art and other fields of like nature. At these demonstrations, the use of materials and exhibition of work done by different schools could be displayed. It appears to me that we might make the assembly of delegates more

efficient by cutting down the number of delegates from the different districts. I think there is some merit in the suggestion that we permit the district associations to elect an executive member to the State Association at the same time they elect their own association officers. Such a change would leave more time to be devoted to the members of state committees and to business that was particularly related to the state as a whole.

I think that you and your fellow workers are to be commended for the efficient way you

handled the work at Kansas City. Programs were started on time and were conducted with dispatch. To me the outstanding number on the program was the Thursday morning session at which State Superintendent King and Dr. William Lyon Phelps spoke. I am sure that you understand that these suggestions are offered in the spirit of helpfulness.

I want you to feel free to call on us here at Neosho for any assistance we might render you and your staff in making our State Association a bigger and better organization.

A PRINCIPAL OF A JUNIOR HIGH SCHOOL—R. LEE MARTIN, FLAT RIVER, MO.

The high point of the Kansas City meeting was the opportunity for Missouri teachers to hear and to meet personalities such as William Lyon Phelps, David Cushman Coyle and E. O. Melby. Dr. Phelps is one of America's truly great inspirational speakers; Mr. Coyle has a message on economic, social, and governmental plans for every thinking citizen; and Dr. Melby is one of America's real educators. To me, the opportunity to hear and meet these men was the high point of the meeting.

There are two matters that I should like to discuss relative to possible avenues of improvement.

The first is simply the age-old problem of courtesy. Each successive meeting demonstrates more forcibly the need of courtesy on the part of our teachers. I was decidedly shocked at the Friday morning session when hundreds of teachers left their seats and hurried or strolled out of the auditorium just before and even during Dr. Parker's memorial speech commemorating our late friend and servant, E. M. Carter. Even though the hour was late, too many teachers showed a lack of courtesy, and it suggested to me an important reason why our pupils do not develop this trait as readily as we pedagogues think they should.

Second, is the development of a spirit of genuine unity in our state association in its entirety. Why should one district or one region fight another? Are our goals so different, our aspirations so at odds that we cannot genuinely unify our whole body in the interest of

real education for Missouri boys and girls? We may not always agree as to what methods are best in order to serve our pupils but we can agree that the primary job is reaching boys and girls. The delegates this year were more unified than has been the case in some assemblies of previous years but there were a few flames and only the action of Chairman R. V. Shores averted a quarrel between delegations over allocation of state funds.

Let us decide what our program is to be in a democratic way, then carry it through in close unity to achieve it.

The headquarters staff might help this along by more extensive field work and resultant personal contact with people out in the field. I understand that this is part of the program to come. I believe that we should encourage it by whatever means we have at our disposal.

Finally I should like to see the association actually work in the interest of good citizenship, good government, and for more effective democracy in our state.

I see no reason why teachers who are trained and who should be socially intelligent should take a back seat in matters of importance while other interests, subversive or not, run affairs. For example, I believe that the association should actively work on a program of making the ballot in Missouri more democratic. A resolution was adopted to that effect, and I personally want to see it worked out to a successful conclusion.

IMPORTANT CONVENTIONS

Department of Superintendence of the M. S. T. A., February 9-11, 1939, Columbia.

American Council of Guidance and Personnel Associations. February 22-25, 1939, Hotel Cleveland, Cleveland, Ohio.

American Association of School Administrators, February 25-March 2, 1939, Cleveland, Ohio.

School Public Relations Association, Cleveland, Ohio, February 25-26, 1939.

Annual meeting of the Association of Junior

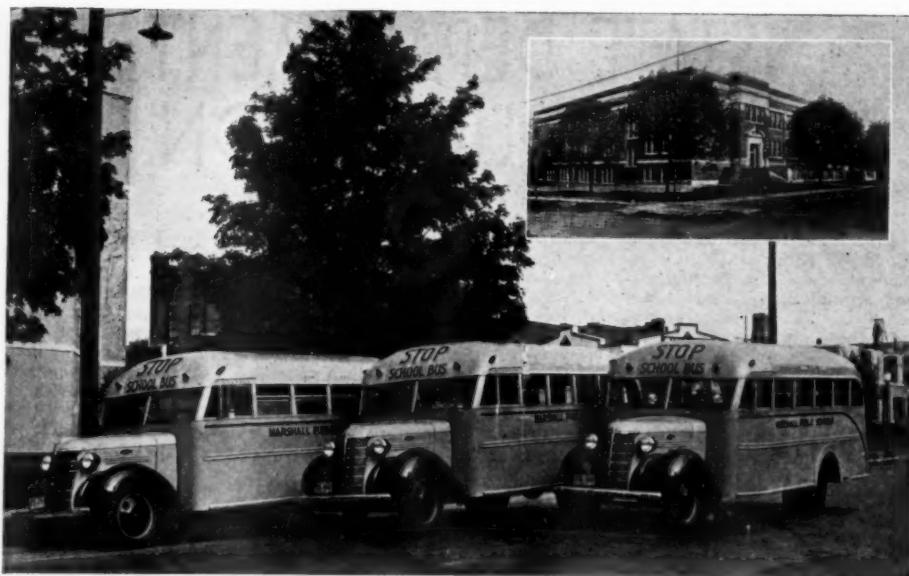
Colleges will be held at Grand Rapids, Michigan, March 2-4, 1939.

National Education Association Convention, July 2-6, 1939, San Francisco, California.

The World Federation of Education Associations will hold its meeting in Rio de Janeiro, South America, August 6-11, 1939.

American Education Week, November 5-11, 1939.

Missouri State Teachers Association, November 15-18, 1939, St. Louis.



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STATE DEPARTMENT OF EDUCATION



Student Assembly Plans

Plans are being made by Lloyd W. King, state superintendent of schools, for the second annual State Student Assembly. The Assembly was introduced in the spring of 1938 to promote practical citizenship training in the high schools of the state.

Last year 109 of the 114 counties were represented.

Announcement of the plan of the Assembly which will follow that of last year will be sent soon to superintendents throughout the state. The date for the student county examination will be February 18, 1939, and the Assembly will be held March 18, 1939.

* * * *

Commercial Teachers Meet

The forty-first annual meeting of the National Commercial Teachers Federation was held December 27 to 30, at the Hotel Sherman in Chicago.

* * * *

Old Literary Magazine Revived

The famous old *Southern Literary Messenger*, of which Edgar Allan Poe and Matthew Fontaine Maury were one-time editors, has been revived in Richmond, Virginia, with the offices at 109 East Cary Street. The first issue was limited in edition and was published early in December. Each monthly issue carries a resume and a reprint of the literature of a century ago as well as articles, stories, and poems from the pens of the best southern writers of today.

* * * *

Music Association Elects Officers

At the fourth annual meeting of the Missouri Music Educators Association which met in Columbia, December 1, 2, and 3, Frank Coulter of Joplin was elected president.

Other newly elected officers are: Vice-president in charge

of bands, James Dillingham, Hannibal; vice-president in charge of orchestras, Harold Lickey, Marshall; vice-president in charge of choruses, Harling Spring, Kansas City; and secretary-treasurer, Miss Anna Louise Huggins, Flat River.

The members of the board of directors for 1938-39 are Eugene Hahnel, St. Louis; J. R. Huckstep, Chillicothe; Mrs. Dorothy Parker, Hermann; Mrs. Winnie Shaffer, Edgeton; James Robertson, Springfield; and Dean E. Douglass, Jefferson City.

* * * *

Greene County Report

The following interesting information about the 88 rural schools and 106 teachers in the rural schools of Greene County has been received by the State Department of Education from L. H. Coward, county superintendent.

Forty-six of these schools have been given a first-class rating, an increase of nine schools over 1937-38; 8 schools, a second-class rating.

The average monthly salary of these teachers is \$79.00. Eighteen teachers have college degrees. The average number of college hours is 82.8, an increase of 2.4 hours over the average in 1937-38.

Reading-circle certificates were issued to 2119 students, an increase of 287 over the number issued in 1937-38.

Two rural-school districts have new buildings.

* * * *

Immunization Clinic

A clinic for immunization against diphtheria and smallpox was held in Scotland County, November 10, when 1480 pupils were treated. Another clinic was held in December.

* * * *

Tuberculosis Clinic

A tuberculosis clinic was held in Howard County, November 9. Of the 1060 pupils

and teachers who took the test, 158 had a positive reaction.

Miss Frances Schooling, county nurse, with the aid of all physicians in the county, Dr. Asa Barnes, district health officer, and many school officials, assisted in the clinic.

* * * *

Oratorical Contest Dates

The State American Legion Oratorical Commission has specified the following dates for the constitutional oratorical contests. Local contests shall be completed no later than February 13; district contests, no later than March 6; zone contests, no later than March 20; and state finals, no later than April 4.

Home-School Radio Programs

"Wings for the Martins," the new home-school radio series sponsored by the National Congress of Parents and Teachers and the U. S. Office of Education, will be heard each Wednesday evening from 9:30 to 10:00 o'clock, E. S. T., over the blue network of the National Broadcasting Company. Dramatizations will be used in which a typical American family will be the medium for introducing education and home problems.

* * * *

The largest county speech clinic held to date was at Rock Port in Atchison County, November 29 and 30. One hundred eleven pupils with defective speech were examined and furnished remedial recommendations. Twenty-six schools were represented at the clinic.

* * * *

Barton County now has a full-time county public-health nurse.

* * * *

Nine elementary speech supervisory units have been established by Missouri school systems since the beginning of the speech program in the school year of 1937-38.

Health Bulletin

The publication of *School Health*, the bulletin for teachers, has been postponed until January, 1939. The next issue will emphasize safety education.

* * *

State Fair List

The classification list for the rural, elementary, vocational, and high-school exhibits for the 1939 Missouri State Fair will not be published until after the first of the year. It is suggested that teachers follow the 1938 list which appeared in the February, 1938, issue of *School and Community* and in the 1938 State Fair Catalog.

* * *

North Kansas City has completed plans for a full-time speech supervisory unit in cooperation with the speech division of the State Department of Education.

* * *

Vocational Division State Officers

The vocational division of the Missouri State Teachers Association met during the annual meeting of the Missouri State Teachers Association.

The following officers were elected for 1938-39: President, O. H. Day, director of vocational training, Lathrop Polytechnic Institute, Kansas City; vice-president for trade and industrial education, W. K. Begeaman, principal of Hadley Vocational School, St. Louis; vice-president for agricultural education, Darrel Young, vocational-agriculture instructor, Nevada; vice-president for home economics, Mrs. Dorothy Lewis, vocational home-economics instructor, La Plata; vice-president for commercial education, Douglas Linville, commerce instructor in the Lafayette High School, St. Joseph; vice-president for distributive education, C. B. Lawton, supervisor of distributive education in Had-

ley Vocational School, St. Louis; vice-president for industrial-arts education, Donald Valk, industrial-arts department of the Northwest Missouri State Teachers College, Maryville; and secretary-treasurer, Miss Louise Keller, director of vocational home economics, State Department of Education, Jefferson City.

* * *

Fall P. T. A. Conferences

Since the beginning of the school year 1937 parent-teacher members have registered at the twelve fall conferences that have been held at Nevada, Rolla, Fulton, Boonville, Syracuse, Lewistown, Webb City, Maryville, Troy, Cameron, St. Louis County, and Blue Springs. This is an annual meeting for a day of information and inspiration together. The quarterly county meetings and schools of instruction are other means of creating interest in parent-teacher activity.

A NEW LYMAN-JOHNSON PROGRAM FOR HIGH SCHOOLS***Daily-Life English--Senior Series***

THIS FRESH, unhackneyed, interesting program is centered on *the student and use*. Through purposeful activity programs based on directed experiences, it helps the student to perfect his knowledge at the same time that it stimulates and directs his power to reason, to imagine, to feel, and to express his ideas well. Throughout the program the student sharpens his learning through skillfully directed practice. He learns *through use* to analyze sentence and paragraph relationships. He engages in all sorts of communicational activities based on normal life situations. He re-

fines and extends his vocabulary. He gains an English sense. He learns how to handle ideas as speaker, listener, and writer, and how to use his mental processes.

THE ENGLISH WORKSHOP (Lyman-Johnson-Bessey), for the tenth grade, is enlivened by such chapters as "Taking Mental Notes", "Everyday Problems in Conversation", "Making Sound Judgments", "Aids to Clear Understanding". Ready in February. The ninth-grade book, ENGLISH EXPRESSION (Lyman-Johnson-McGregor), will be ready in the spring.

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A Study of the Offerings in Commercial Education in Missouri by Subjects from 1927 to 1937

By Dorothy A. Stone

COMMERCIAL EDUCATION, when first introduced into the public schools of Missouri, was practically a duplicate of the instruction that was offered in the private schools. Until the late nineties of the nineteenth century, the bulk of commercial education which was available was offered by those private institutions generally known as the "business colleges." With the beginning of the twentieth century, however, there came a change of ideas regarding the responsibility of the state for education of a vocational nature. Before this time it had been generally held that the chief responsibility of institutions supported by the public was to give the essentials of a classical education and that training for vocations should be obtained at private expense. As this idea began to lose its hold, however, the public schools of Missouri undertook the responsibility for attempting to train persons for occupational life. The handful of public secondary schools in Missouri which in 1890 offered subjects in commerce has now been increased to include almost all the high schools in the state.

When the public high schools in Missouri began to offer courses in commerce, they followed faithfully the pattern set up by the business colleges, giving short intensive courses in Penmanship, Shorthand, Typewriting, and Bookkeeping, aiming to produce good bookkeepers and stenographers quickly.

Within the last few years, however, educators have been proclaiming that the public schools should emancipate themselves from this idea. They point out that modern business has changed greatly and that the responsibility of the public schools is broader than has generally been realized. They propose that instead of being primarily typist and stenographer factories, the schools should seriously examine business conditions and adapt instruction in accordance with the constantly changing social and economic order.

These facts which have just been presented make it evident that the high schools of Missouri are functioning more and more largely in commercial education. The importance of this function which the schools are assuming and the extent to which the assumption has been made justify a study of the offerings by subject for the last ten years. It became pertinent to investigate the different offerings of the first-class high schools in the state of Missouri by subject in order to get a true picture of the present status of the different subjects and to make a study of the trends from 1927 to 1937.

The major purpose of this investigation, broadly stated, was to make a study of the offerings in commercial education in Missouri by subject during the past ten years. A more

specific statement of the purpose may be expressed in the two questions which follow:

1. What subjects were offered in commercial education in the first-class high schools in Missouri from 1927 to 1937?
2. What are the significant trends for commercial subjects in the first-class high schools in Missouri from 1927 to 1937?

In answering these questions setting forth the specific purposes of this study, the principal procedure employed was the Descriptive or Survey Method. All available facts concerning the subjects offered in commercial education in the first-class high schools of Missouri were gathered from the Reports of the Public Schools of the State of Missouri for each of the years from 1927 to 1937. This collection of relevant facts was made for the purpose of making an accurate description of the course offerings by subject in commercial education in the State of Missouri for the ten-year period from 1927 to 1937.

Each of the Reports was carefully analyzed for two principal classes of data; namely, the subjects that were offered during the ten-year period, and the trends of the different subjects of commercial education. All the courses offered were listed and a table showing the number of schools offering certain commercial subjects was constructed.

The study has certain limitations. In the first place, it is limited to information that is applicable only to the offerings in commercial education in the first-class high schools of Missouri. In addition, definite information concerning the subjects offered in the high schools from 1930 to 1933 was not available in the Reports of the Public Schools of Missouri. Kansas City and St. Louis were not included in any of the Reports.

It was found that commercial education in Missouri from 1927 to 1937 included the following subject-offerings: Typewriting, Shorthand, Bookkeeping, Commercial Geography, Commercial Law, Commercial English, Commercial Arithmetic, General Business Practice, and Salesmanship. Office Practice was added in 1936.

Commercial education has made considerable change and rapid growth in the last ten years. One of the most significant facts relating to the increased interest and growth in commercial education in Missouri is the increased number of first-class high schools offering subjects in commercial education. In 1927 only 273 schools in Missouri offered commercial subjects; in 1933, the number was increased to 363; and in 1936-37, 594 schools offered commercial subjects, making an increase of 117% in ten years.

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A list of the first-class high schools together with the number and percentage of schools offering commercial subjects in Missouri from 1927 to 1937 is shown in Table I.

TABLE I
A List of First-Class High Schools Showing the Number and Percentage of Schools Offering Commercial Subjects in Mo.

Year	Tot. 1st Cl.	Offering Com- mercial Subj.	Per Cent Offering Commercial Subj.
1927	596	215	35.9%
1928	622	237	38.1%
1929	643	268	41.6%
1930	651	Not available	.....
1931	661	Not available	.....
1932	663	Not available	.....
1933	665	363	54.3%
1934	677	402	59.3%
1935	715	460	64.4%
1936	725	594	81.9%

a. Data were taken from Reports of Public Schools in Missouri for the ten-year period from 1927 to 1937.

Table II shows the number of first-class high schools in Missouri that offered Typewriting, Shorthand, Bookkeeping, Commercial Geography, Commercial Law, Commercial English, Commercial Arithmetic, General Business Practice, Salesmanship, and Office Practice during the ten-year period.

According to these data, subjects in commercial education have played an increasingly important role in the high school curriculum for the past ten years.

TABLE II
Commercial-Offerings in Missouri from 1927 to 1937

Subject	No. of Schools Offering Commercial Subjects in Mo.						
	1927- 28	1928- 29	1929- 30	1933- 34	1934- 35	1935- 36	1936- 37
Typewriting	215	237	268	363	402	460	594
Shorthand	139	162	177	222	245	301	473
Bookkeeping	273	290	322	349	382	410	415
Com. Geog.	94	73	73	43	40	34	31
Com. Law	69	80	87	120	128	130	131
Com. Eng.	6	21	28	44	44	42	43
Com. Arith.	...	...	...	78	78	83	81
Gen. Bus. Prae.	8	20	27	56	63	89	148
Salesmanship	...	...	...	13	20	20	25
Office Pract.	...	...	...	...	...	...	12

Observations

Typewriting has played an increasingly important role in the commercial curriculum of the high schools in Missouri during the past ten years. Its enrollment has increased by leaps and bounds in spite of the fact that rather expensive equipment is required. At the present time the enrollment in Typewriting is greater than that for any other commercial subject. This rapid growth probably means that many students are taking the subject for personal rather than vocational purposes.

The gain was also pronounced in Shorthand. Students realize that Shorthand will aid them in securing employment immediately after completion of their high school work, and for



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that reason Shorthand has a real "interest drive." This is especially true for the years of 1935 and 1936 when our Government sponsored so many projects which called for an increased number of stenographers and clerical workers.

The growth of Bookkeeping has been gradual. The trend seems to be toward specialization.

The increased enrollment in General Business Practice is significant. It means that the value of a general business training is being recognized more and more by everyone.

Importance of Industrial Arts in the Child's Home Life

By Mrs. R. J. Parkin

THE LAST few years have brought about vast social and economic changes in our country. These changes have affected not only the business interests of the country but also the daily routine of the people. Adjustment to this new routine has been very difficult and in many cases has meant the re-education of adults. If these changes are so great as to necessitate the re-education of adults, then how much more important it is that some scheme of education for our youth should be set up to meet these conditions.

The day has passed when all children in the public schools can be routed through the same path. Therefore, Industrial Arts should and is rapidly taking its place in the school curriculum.

First of all it is character building. It teaches honesty, sincerity, and dependability, which are specific qualities of sound character. The acceptance and practice of these ideals depend upon a clear appreciation between right and wrong.

In the Industrial Arts Shop the boy can see very plainly when and where he is wrong, because of the concrete nature of the materials he works upon. Moreover he can see just how far wrong he is and after observing the error he can see how this would affect seriously the completed project.

Industrial Arts helps the student to be industrious and persevering. Forcing boys or girls to work at something in which they are not interested is almost certain to result in the formation of undesirable habits of work. The performance of tasks, no matter how difficult or disagreeable, because some potential interest spurred you in that direction has the opposite effect.

Permanent interests are established as a result of having had some experience in industrial arts courses. In his leisure time he does that in which he is most interested.

There are numerous materials used in arts; their origin, composition, manufacture, and preparation for use, all of which aid in the development of the thinking powers of the student. Especially is this true when it comes to the deciding on design, size, materials, tools and equipment to use.

Quite a bit of the practical knowledge received by the boy in the shop is transmitted to the home in the form of making minor repairs on electrical apparatus, plumbing fixtures, door and window adjustment, painting and retouching small pieces of furniture, which result in a more efficient and harmonious home. He gets a great deal of satisfaction out of the successful completion of a project. This satisfaction is an incentive for him to go on and do other things, which perhaps, he would never have had the initiative to attempt. Pride in workmanship is developed in doing things as well as they can be done, because in the end they are a credit to the doer.

Boys have a desire to create, the nature of the industrial arts work tends to develop an inquiring mind and builds up a sense of appreciation of his relationship to society as a whole and of the part his fellow man plays in contributing to his welfare. Vocational guidance and the proper respect for labor receive their share of attention in the industrial arts courses. When boys attempt to perform some skilful processes related to the carpenter's, bricklayer's etc., trade, they develop a new perspective toward the man who can do them successfully.

I believe that industrial arts is a very vital part of a general education, the advantage of which should be made available to every boy.

In conclusion the following educational values may be derived from a course in industrial arts;

1. Character building, the first and real purpose of all education.
2. Industriousness and perseverance.
3. Establishment of permanent interests.
4. Development of the ability to think.
5. Handy man abilities.
6. Vocational guidance.
7. Value, appreciation and respect for labor.

Through these seven values the range of the boy's interests will be broadened and deepened, with the result that life will become more meaningful as well as more interesting.

Education is the only interest worthy the deep, controlling anxiety of the thoughtful man.

—Wendell Phillips

ITEMS OF INTEREST

WIDELY USED JUNIOR HIGH SCHOOL READING LIST IS REVISED

School principals, teachers of grades seven, eight, and nine, and librarians will be interested in the announcement that the junior high school reading list published by the National Council of Teachers of English, *Leisure Reading*, has been entirely revised and brought up to date.

A new arrangement of material makes the list more readily usable than before. The annotations have been rewritten to give them a decided appeal to the young person. Perennial favorites like the Alcott books remain in the list, but books no longer popular with pupils have been supplanted by newer titles of more vital interest today. New classifications include The Animal Kingdom, Discovery and Exploration, Etiquette, Games and Sports, Handicrafts, Hobbies, and Photography.

Leisure Reading may be obtained from the National Council of Teachers of English, 211 West 68th Street, Chicago, at twenty cents for a single copy, fifteen cents each for ten or more copies.

ST. FRANCOIS COUNTY CREDIT UNION

A new credit union for school employees has been organized in St. Francois county during the last few weeks. This organization is chartered under the laws of the State of Missouri and follows the usual provisions as to administration and function. Membership in this credit union is open to all employees of the school districts of St. Francois county and members of their immediate families.

The St. Francois County School Employee's Credit union has had an auspicious start. At the organization meeting held in the library of the Junior College of Flat River on November 29, 1938, over twenty members were enrolled. By the beginning of the holidays, over fifty people had paid their entrance fees.

The temporary secretary of the organization is Mr. Vernon Estes of the Flat River School System. Mr. Estes is ready at this time to receive further applications for membership in the organization.

EDUCATION BY RADIO

School-radio producing groups now numbering about 350 will probably double during this school year. State radio councils in which all major noncommercial organizations plan public-interest programs are making definite progress. All of the major broadcasting networks are displaying interest in carrying and improving educational programs.

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**DR. PAYSON SMITH TO RECEIVE
AMERICAN EDUCATION AWARD
FOR 1939**

A RECENT bulletin to members of the Associated Exhibitors of the National Education Association announced the selection of Dr. Payson Smith as the recipient of the American Education Award for 1939.

The American Education award is made annually to an educator who, during his lifetime, has contributed conspicuously to the progress of education in America.

Dr. Payson Smith was born in Portland, Maine, February 11, 1873. He served as instructor at Westbrook Seminary; was later principal of the high school and superintendent of schools at Canton, Maine; was later superintendent of schools in Rumford and Auburn, Maine; was State Superintendent of Public Schools for the State of Maine; was Commissioner of Education for the State of Massachusetts.

FEDERAL AID FOR EDUCATION

A revision of the Harrison-Thomas-Fletcher Bill will be introduced in the Senate at the January session of Congress by Senators Harrison of Mississippi and Thomas of Utah. The revision was completed on November 28 by the Executive Committee of the N.E.A. Legislative Commission and in consultation with representatives of the President's Advisory Committee on Education. Reactions from the field to the proposed bill, which tries to meet criticisms of the former one, are generally favorable.

Due to the defeat in November of Representative Fletcher of Ohio, a new sponsor will be selected in the House. Much of the chance for passage of the bill will probably depend on the new membership of the House Committee on Education, to be designated by the House Ways and Means Committee.

WHY PUPILS LEAVE SCHOOL

Preliminary returns on a WPA survey of youth in the labor market were announced on November 3 by Aubrey Williams, Executive Director of the National Youth Administration.

"Graduates of the eighth grades of public and parochial schools . . . were chosen for investigation," states a press release. "Most of them abandoned school between 1931 and 1937. . . . Almost half gave lack of finances as the chief reason for not finishing their education. About three out of ten quit because at the time they left they felt they had had enough education. An additional one out of ten left because work experience was preferred to further education."

**HIGH SCHOOL COACHES ELECT
OFFICERS**

Ralph Husted, Coach of Bolivar High School, was elected President of the Missouri State High School Athletic Coaches' Association.

Gene Hall of Palmyra was named Vice-president and C. E. Potter of St. James was re-elected Secretary. The coaches named Bert Fenega of St. Louis as their advisory member of the Board of Control of the Missouri State High School Athletic Association.

DEAN OF MEN NAMED

Seward E. Hood, teacher in Southwest High School in Kansas City, has been appointed to the newly-created post of Dean of Men at Central Missouri State Teachers College.

In returning to Warrensburg Mr. Hood takes over the task of directing men's activities, the student council, and aiding in formulating the student program at his Alma Mater. Mr. Hood graduated from Warrensburg College with a B. S. degree in 1928.

FAYETTE MAN JOINS M. U. EDUCATION STAFF

Charles Willard McLane, Principal of the Fayette High School, has been appointed a graduate assistant in education at the University of Missouri to serve as inspector of private high schools. McLane replaces L. A. Van Dyke, former Sedalia principal, who has joined the State Department of Education staff.

DEKALB COUNTY SUPERINTENDENT APPOINTED

H. C. Holt, Superintendent of Stewartsville schools for the past eight years, has been appointed County Superintendent of DeKalb County. The vacancy was created when John W. Edie accepted the principalship of the Gratiot School in St. Louis.

SHANNON COUNTY SUPERINTENDENT RESIGNS

Virgil Thompson, County Superintendent of Shannon County, has accepted a position as County Agent.

Vollie Sutton of Eminence has been appointed to succeed him as County Superintendent.

REELECTION OF DR. GIVENS

Dr. Willard E. Givens was recently reelected as Executive Secretary of the National Education Association for a second term of four years, to begin January 1, 1939.

COLE CAMP SCHOOL GRANTED \$14,727

The Public Works Administration has announced a grant of \$14,727 to the Cole Camp School District. John W. Ragland, Superintendent of Schools, is serving his seventh year in that position.

Superintendent Fred Miller, Thayer, Missouri, will go to work for Laidlaw Brothers on January 1, 1939. C. E. Pepmiller, Principal at Esther, Missouri, has been elected superintendent at Thayer in his place.

NEW BOOKS

OUR ENVIRONMENT — THE LIVING THINGS IN IT. By Wood and Carpenter. Pages 980, plus xii, plus 85 Glossary and Appendix. Published by Allyn and Bacon.

A biology that emphasizes the science of living things as the core of the secondary school curriculum. It is a book that treats biology as a means to character building. The authors feel that in the past too little attention has been given to biological principles in their essential bearing on the development of right habits of thought.

The student will find a number of helps for the daily preparation of the assignment. Each topic is introduced by a key statement, or thesis, which sets forth the theme of the topic. Vital questions are placed at the end of the general problem on which they are based. The illustrations are excellent. Plates are scattered through the book that summarize the larger concepts. Smaller key pictures are designed to clarify special processes and problems difficult to make clear by description alone.

The school with limited library facilities will find this full treatment the answer to the pressing problem.

MANNERS FOR MODERNS. By Kathleen Black. Illustrated by North Young. Pages 117 plus iii. List Price .60c. Published by Allyn and Bacon.

Etiquette is a system for getting along with other people. "Manners for Moderns" tells you about this correct system and how to develop it.

This book is written especially for young men. The content deals with the common acts of every day life as well as the more formal. The humorous text and racy illustrations serve as an admirable solvent for the self-consciousness of youth in the presence of the delicate subject of manners.

You will be surprised at the wide range of subjects and various occasions that are carefully explained in this volume.

PAYING FOR OUR PUBLIC SCHOOLS, by Frank W. Cyr, Teachers College, Columbia University; Arvid J. Burke, New York State Teachers Association, and Paul R. Mort, Teachers College, Columbia University. Pages 197 plus x. Published by International Textbook Company, Scranton, Pennsylvania.

Superintendents, principals, directors of finance, members of school boards, and those interested in promoting equal educational opportunities for the children of this generation and the next will find this book reveals information basic in nature.

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CHILD DEVELOPMENT READERS—Book IV, Exploring New Fields by Beryl Parker and Julia M. Harris. Illustrated by Hildegard Woodward and P. O. Palmstrom. Pages 438 plus viii.

Book V, Tales and Travel by Julia Letheld Hahn. Illustrated by P. O. Palmstrom and Elizabeth Tyler Wolcott. Pages 472 plus vii.

Book VI, Highways and Byways by Beryl Parker and Paul McKee. Illustrated by George and Doris Hauman and Dorothy Bayley. Pages 504 plus vii. Published by Houghton Mifflin Co.

These new Child Development Readers offer a content that is basal in nature. They prepare the young reader not only for pleasure reading but for textbook and other informational types of reading.

Concepts are developed by grouping photographs preceding each new unit. Another distinctive feature is the use of the first unit as an introduction for the units that follow. In fact, each unit prepares in some way for the next unit.

The content has interesting material gathered from many parts of the world. The materials are presented in the form of prose, poetry, and drama.

HISTORIC CURRENTS IN CHANGING AMERICA. By Carman, Kimmel and Walker. Pages 854 plus ix. Published by The John C. Winston Company.

This is certainly an outstanding text for American history classes. The book is as complete and interesting as any text might be that serves as an introduction into the vast material of American history.

The unit organization is followed. This book in using the unit organization does not destroy the chronological sequence of historical events. Each unit is introduced by a preview that indicates the content of this particular unit and also its relationship to other units.

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There are better opportunities for qualified teachers than ever before. Executives are searching carefully for teachers who have the educational training, experience, and excellent qualifications in personality. Early registration is an advantage. Member N.A.T.A. Address 1200-11 Steger Blvd., 28 E. Jackson Blvd., Chicago, Illinois.

THE CURTAIN RISES, by Masters and Masters. Pages 352 plus xx. Published by D. C. Heath and Company, Chicago. Price \$1.80.

In this book the high school teacher, untrained in dramatic production, can find the solution to many of the stubborn problems that confront her when the production of a play becomes a part of her work. The material is written so that amateurs may understand it.

The first forty-six pages are used for production notes and plates that relate in simple language, basic ideas on stage sets, building scenery, lighting, costuming, makeup, rehearsals, directing and properties.

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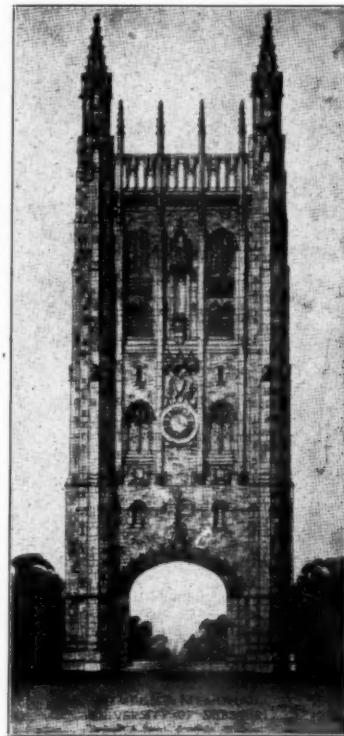
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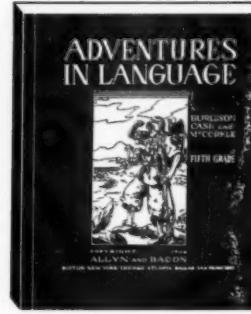
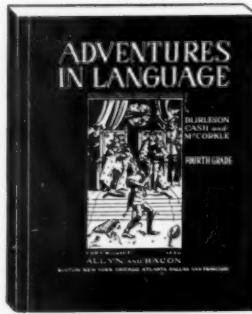
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